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starting points in reading skills a

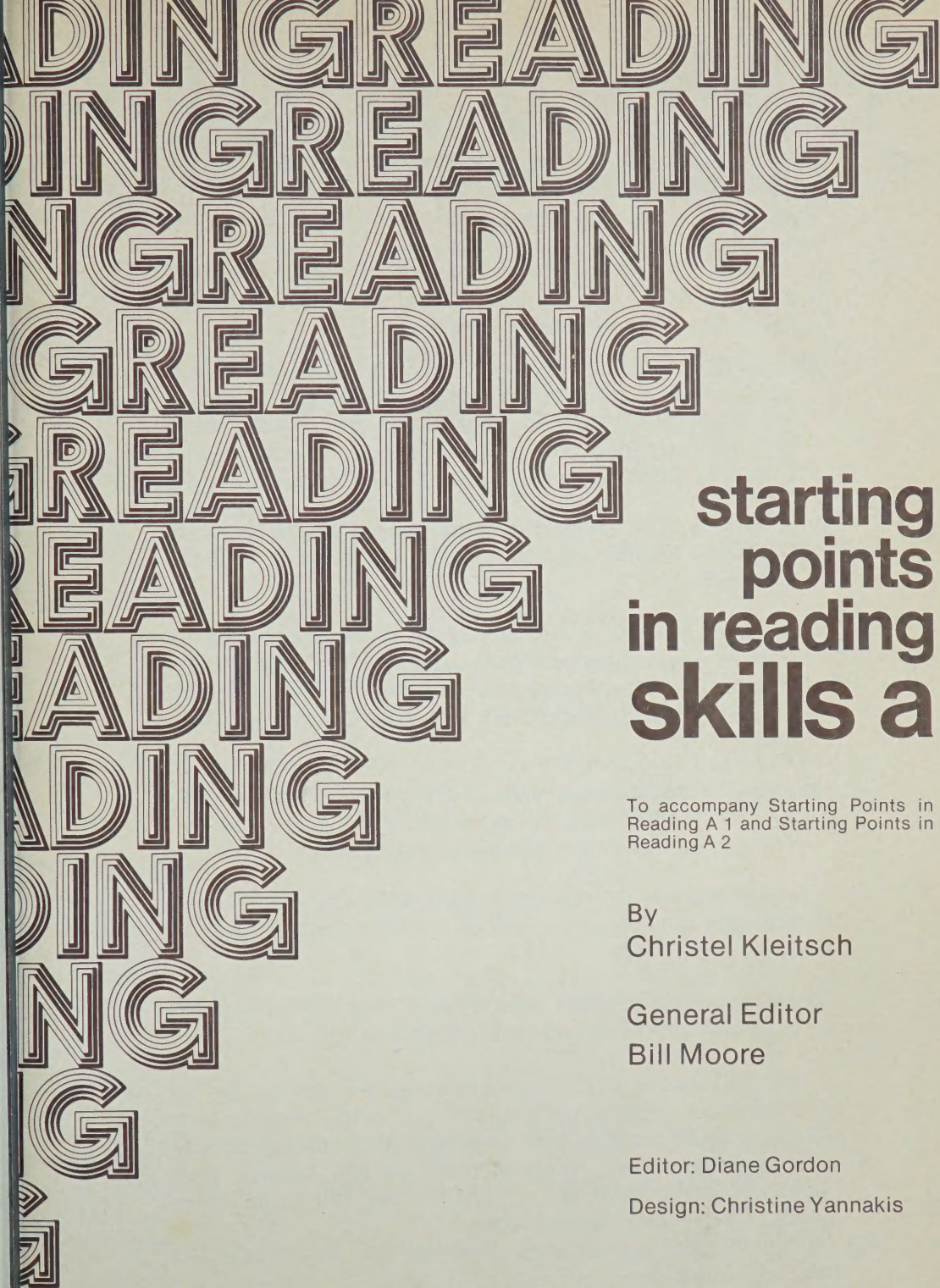


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starting points in reading skills a

To accompany Starting Points in
Reading A 1 and Starting Points in
Reading A 2

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GINN AND COMPANY
EDUCATIONAL PUBLISHERS

Girls and boys,

Everyone wants to be a good reader. A good reader understands what he or she reads and—most important—a good reader enjoys reading. The purpose of this skills book is to help you improve your reading skills and become a better reader.

There are six different types of activities in this book. They are Study Skills, Vocabulary, Literature, Reading in the content area, Comprehension, and Creativity.

Study Skills—How can you locate information in an encyclopedia? Do you know how a library is organized? What do the strange symbols in your dictionary mean? These activities will help you answer these and many other questions about finding and organizing information.

Vocabulary—Understanding and using words are the important reading skill which you will develop in these activities.

Literature—In these activities you will think about subjects such as what is special about poetry, how an author creates characters, and what makes a story exciting. You will learn about the craft of the writers who entertain you in books and stories.

Reading in the content area—Here you will practice the special types of reading skills you need when you use science, social studies, and mathematics books.

Comprehension—Do you understand what you read? These activities will help you to unlock the words and ideas of an author.

Creativity—Here you will get a chance to stretch your mind, use your imagination, and express your own ideas.

The activities in this book are designed so that you can do them without your teacher's guidance. It is very important for you to read all the directions carefully and to do each activity step by step. Usually there is room for you to write your answers on the page, but sometimes you will be asked to write on a separate piece of paper.

You and your teacher will decide how you will evaluate and share your answers.

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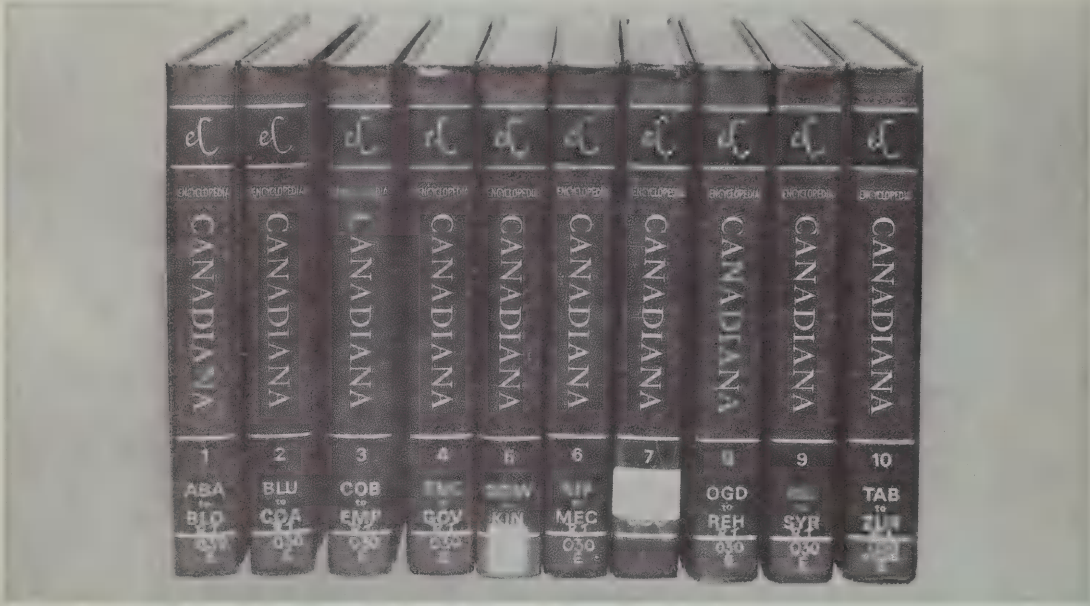
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USING the ENCYCLOPEDIA

An encyclopedia is a set of books that contains information on many topics. The word encyclopedia comes from two Greek words *enkyklios* and *paideia*, which mean “a general education.” So if you read a complete set of encyclopedia, you could be said to have a general education in many areas of knowledge.

An encyclopedia is arranged so that you can find the information you want quickly and easily. All encyclopedias are arranged in slightly different ways.

Look carefully at the sets of encyclopedias on these pages; then answer the questions about each set.



1. How many volumes are in a set of the *Encyclopedia Canadiana*?
2. In which volume is the atlas found?
3. On volume one, the guide letters ABA to BLO tell you that topics beginning with these letters are found in this volume. What are the guide letters on volume eight?
4. In which volume would you find topics beginning with ENC?
5. Where are topics beginning with BLU found?
6. Which volumes would you use to look up the following topics?

| | |
|-------------------|--------------------|
| government | farming |
| coal mining | Upper Canada |

1. Which volume of *The New Book of Knowledge* contains topics beginning with "C"?
2. In which volume would you find topics beginning with "I"?
3. Which volumes are missing from this set?
.....



1. In which volume of the *Britannica Junior Encyclopedia* is the index?
2. Where is the atlas found?
3. Which volume contains information about these topics?
automobiles.....
zoos.....
spatula



1. Name the sets of encyclopedias that are in your classroom, school library, and home.....
.....
2. Which encyclopedia on these pages would have the most information about Canadian topics?
3. Which of these sets do you think is the easiest to use? Why?

I'D LIKE TO INTRODUCE...

The way an author introduces a character to you in a story is very important. From this introduction you can learn many things about the character. You may learn his name, where he lives, what he looks like, what he thinks about, and what he likes to do.

Read the following character introductions. What do you learn about each character?

The little girl's name was Cecilia Crabtree. She lived in a small shabby old house with her grandfather. She was eleven years old and had bright blue eyes and bright red hair. Her hair curled slightly at the front, in warm weather. Maybe it would have at the back, too, but it was braided terribly tightly into two pigtailed tied up with elastic bands. The pigtailed stood out straight from the sides of her face.

Luella Creighton

1. What do the first two sentences tell you about the character?

.....

.....

2. What does the author tell you about the way Cecilia looks?

.....

.....

3. What does the author tell you about Cecilia's personality?

.....

Portia didn't think much of her own looks. Too tan-colored. Tan skin with tan freckles. Tan straight hair with a bang in front. Even her eyes were a sort of tan she thought. The brightest thing about her face was the new tooth-braces that showed when she smiled. She was a thin girl and not very tall, but never mind, she assured herself fiercely; I'm going to grow up gorgeous, no matter what. I'll wish myself into it.

Elizabeth Enright

1. What word does Portia use to describe herself? Why does she choose this word?

.....

.....

2. How would you describe Portia's personality? Do you think she would be a nice person to know?

.....

.....

3. Does Portia seem like a real person to you? Why or why not?

.....

.....

My name is Jack Wrather, which doesn't mean much to you, and it doesn't mean much to me either. I never knew my father who gave me my last name, and my mother left two years ago to visit down south and never came back. I room with my Uncle Lenny and he doesn't care about anything except music. We get along fine because I don't care about anything except baseball. He plays his music in Detroit at night while I'm sleeping, and I play baseball during the daytime while he's sleeping, so it works out fine. I like being on my own. Nobody tells me when to go to bed, what to eat. I do what I want to do. I take what I want.

I got an Al Kaline glove and nobody gave me that, or my bat either. I found my bat in a kid's hands one day over at Sampson Park. I convinced him that I needed it more than he did. I found my glove in a department store when no one was looking.

Does this sound like bragging? If it does, I don't mean it to. I don't steal except when I have to. I'm eleven years old. I don't want to grow up a crook. Just a ball player, and a ball player needs his tools: a bat and a glove.

Alfred Slote

1. What is the most important thing in Jake's life?

.....

2. How does Jake get the things he wants?

.....

.....

3. Do you feel sorry for Jake? Why or why not?

.....

.....

4. Why do you think Jake acts the way he does?

.....

.....

These paragraphs are from the beginning of a book called *Jake* by Alfred Slote. Has the author made you interested in his character, Jake? Would you like to read the rest of the book about Jake? Why or why not?

.....

.....

READ THE CLUES

Read the sentences below and pay close attention to the underlined words.

There was a bulldozer working in the empty lot.

The huge machine pushed all the loose rocks into a pile.

The underlined phrase in the second sentence tells you that a bulldozer is

Look at the pairs of sentences below. The second sentence contains a word or phrase that tells what the underlined word in the first sentence means. Underline this word or phrase. Then write a sentence of your own using the word in the first sentence.

1. "Which of these two bikes do you prefer?" asked Mrs. Jones.
"I like the red one better," answered Janie.

2. The baker who makes our bread is looking for a new assistant.
His helper should know how to make cakes and pies.

3. They sell many varieties of ice cream in this store.
There are fifteen kinds to choose from.

4. There were hundreds of black-eyed Susans in the field.
These yellow and black flowers are my favorite.

5. The kitten had eyes the color of amber.
When it was angry those yellow circles flashed like fire.

6. *Charlotte's Web* is an imaginary story.
You can tell it is not real because in it animals talk like people.

7. The three boys were to meet in the woods at dusk.
It was just starting to get dark when the last boy arrived.

8. When Tom and I have a conversation we always end up arguing.
Now I speak to him as little as possible.

.....

9. The clown dangled the carrot in front of the donkey's nose.
As the carrot swung back and forth, the donkey tried to take a bite of it.

.....

Now read the picture clues to help you learn the meanings of the underlined words in the sentences. Write the meaning of the word on the line below each sentence.



Our dog always gets tangled up in the rope when we tie him up.

.....



The secretary typed 60 words each minute on the typewriter.

.....



My mother won't let me play with a slingshot.

.....



The pilot came to earth by parachute when his airplane's engine broke down.

.....



FINDING THE MAIN IDEA



BUILDING AND FURNISHING A HOME IN PIONEER TIMES

Read this paragraph carefully.

After the settler had chosen his land and staked his claim, he had to build a house for his family and himself. He was not always able to do this right away. Some families camped in tents until a house could be built. Others lived in caves or big trees. Some used the covered wagon as a sleeping place, and meals were prepared out-of-doors. Some lived in dugouts. A dugout was a hole dug in a hillside and then covered over with a roof of poles and brush.

A good paragraph has just one main idea in it. Which of these phrases tells the main idea of the paragraph above: building a cabin; where settlers lived before their cabins were built; what a dugout is like?

Building a cabin is not the main idea because the paragraph does not tell about a settler who built a cabin.

What a dugout is like is not the main idea because only the last two sentences in the paragraph tell about a dugout.

Why is Where settlers lived before their cabins were built the main idea of the paragraph?

Read these paragraphs. Underline the phrase below each paragraph that tells the main idea of the paragraph.

On the prairies where trees were scarce many sod houses were built. Sod is topsoil held together by the matted roots of grass and weeds. Strips of blocks of sod were put together like building blocks to make the walls of the house. The roof was made of poles and brush covered with more layers of sod. The floor was just hard-packed dirt. A man could build a sod house in about a week with only a spade.

How a sod house is built

Making a roof

Trees were scarce on the prairies

Most of the furniture in the pioneer cabin was made at home. It was rough and crude. It was made from hard woods that grew in nearby forests such as black walnut, oak, or hickory. Even dishes for family use were made of wood.

Pioneer dishes

Hardwood trees of the forest

Pioneers made rough wooden furniture and dishes



As soon as possible, the pioneer man began to cut down trees and clear a space for his cabin. The cabin usually consisted of one room. Four big logs were placed down for the foundation. The men notched the ends of the logs and fitted them together. The logs used for many of the cabins were about 20 feet long for the sides and 16 feet long for the ends. Cracks between the logs were filled with mud, moss, and sticks. This was called chinking or daubing. Some logs were split in half with a frow, a tool something like an ax. Those split logs with the face smoothed were called puncheons. Puncheons were used to make the floor of the cabin. Clapboards (boards something like small puncheons) were used for the roof of the cabin. The chimney was made of stone and mud, and the windows of greased paper or greased deerskin. The finished cabin stood about 7 or 8 feet tall. It was very hard for one man to build a cabin alone, so neighbors usually helped each other. A gathering of neighbors for the purpose of building a house was called a house raising.

How neighbors helped one another in pioneer times

Cutting logs for a cabin

Building a cabin

Read the paragraph below. Write the main idea of the paragraph on the line underneath it.

A large stump sometimes served as a table, but usually a table top was made by fastening puncheons together with wooden pegs. The table top was placed on legs stuck in auger holes on the round side of the puncheon. A bench was made by using a longer puncheon. A cradle might be made of a hollow log put on rockers. A rug of bear-skin was often found in front of the fireplace.

Paul C. Burns and Ruth Hines

.....

If you had a choice, would you rather live in pioneer times or in the present? Write a short paragraph on a separate piece of paper telling about the time you would choose to live in, giving the reasons for your choice.

WHAT'S THE PROBLEM HERE?

In each of the situations on these pages, there is a problem. Decide what the problem is in each case. How do you think the problem could be solved?

Dear Ann Planders,

I am ten years old and in grade four. My parents always make me look after my little brother who is six. I don't think that's fair! I want to play with my friends sometimes too. What should I do?

Yours truly
Older Brother

Problem:

.....

Solution:

.....



Problem:

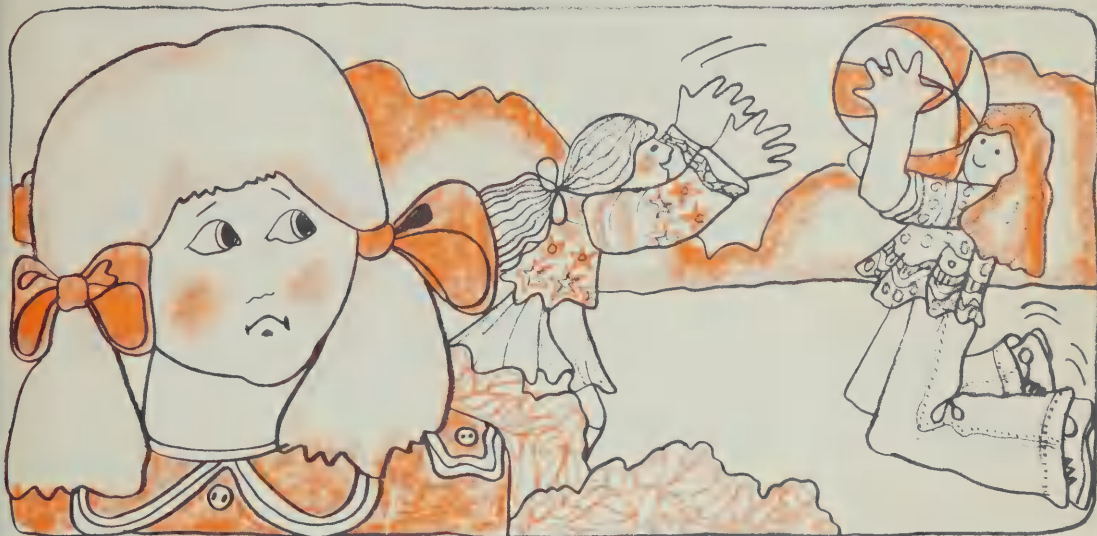
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Solution:

.....

Sue: That Joan! Some best friend she is! Ever since that new girl Patti joined our class, Joan has been walking to school with her and playing with her at recess. Whenever I see Joan she's with Patti. I don't think Joan wants to be friends with me anymore. Well I don't care about her either!

Joan: When Patti first came to our school, she didn't know anyone. I felt sorry for her so I tried to be friendly and make her feel at home here. But now, Sue, my best friend, isn't speaking to me!



Problem:

Solution:

Summertime Blues

Every summer my parents say,
 "To camp you'll go and at camp you'll stay!"
 But I just hate Camp Mi-ni-ha-lug,
 "If you make me go, I'll eat this bug!"

Problem:

Solution:

USING Colorful LANGUAGE

Dandelions

Over the climbing meadows
Where swallow-shadows float,
These are the small gold buttons
On earth's green, windy coat.

Frances M. Frost

In the poem "Dandelions," Frances M. Frost is making a comparison. To what is she comparing the dandelions?

The kind of comparison used here is called a *metaphor*. A metaphor is a comparison that does not use the words "like" or "as."

1. Is the metaphor in this poem a good one? Why or why not?

2. To what else might the author have compared the dandelions?

Brooms

On stormy days
When the wind is high
Tall trees are brooms
Sweeping the sky.

They swish their branches
In buckets of rain,
And swash and sweep it
Blue again.

Dorothy Aldis

1. What is the metaphor in the poem "Brooms"?

2. Notice that the author of "Brooms" has said that the trees "swish, swash," and "sweep" with their branches. Why do you think she used these three words?

Sometimes an author describes an object or animal as if it were a person. This is called *personification*. What object is being personified (made like a person) in the poem below?



The Little Rose Tree

Every rose on the little tree
Is making a different face at me!

Some look surprised when I pass by,
And others droop—but they are shy.

These two whose heads together press
Tell secrets that I could never guess.

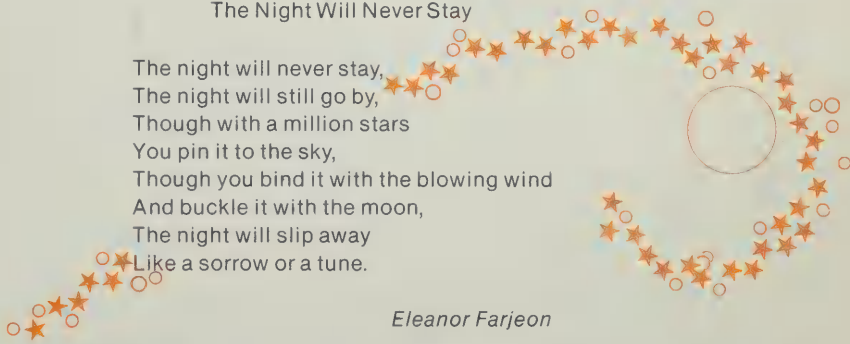
Some have their heads thrown back to sing,
And all the buds are listening.

I wonder if the gardener knows,
Or if he calls each just a rose?

Rachel Field

What do the roses do that make them seem like people to the author?

The Night Will Never Stay



The night will never stay,
The night will still go by,
Though with a million stars
You pin it to the sky,
Though you bind it with the blowing wind
And buckle it with the moon,
The night will slip away
Like a sorrow or a tune.

Eleanor Farjeon

1. In “The Night Will Never Stay,” the author makes night into something you can touch and pin and buckle. To what does she compare night in the last two lines of the poem?

The comparison used here is called a *simile*. A simile is a comparison between two things using the words “like” or “as.”

2. How does Eleanor Farjeon try to keep the night from slipping away?
..... Have you ever felt the way she does about night? Why?

Metaphors, similes, and personifications are used by authors to make their writing come alive. In their everyday speech, many people also use colorful words and phrases. Would you know what a person meant if he said to you, "I'd be tickled to death to go to the fair with you"?

.....
(Did you know "tickled to death" means "be very happy"?)

Under each of the following sentences write what the speaker really means by his words.

1. "That Joe thinks he's a big wheel."

.....

2. "He didn't seem to catch on to what I meant."

.....

3. "I was really burned up about losing my bicycle."

.....

4. "After Mabel won that money, she was sitting pretty."

.....

5. "My stomach was tied up in knots on the day of the test."

.....

Try to paint a lively picture with your words in completing the following similes.

1. He yelled like

2. That movie was about as exciting as

3. Her smile was like

Personification can make an animal or object come alive to your reader. Rewrite the sentences below using personification.

1. I saw a star shining in the sky.

.....

2. The chipmunk made squeaking sounds when he saw me.

.....

3. At night the flowers closed up their petals.

.....

CAUSE AND EFFECT

Often when one thing happens, something else happens as a result. For example, when it rains the grass gets wet. The rain is the cause of the grass getting wet. The grass getting wet is the effect of the rain.



In the following sentence the effect has been underlined.

John was not allowed to have a dog because his family already had two cats and a bird.

What is the cause for John not being allowed to have a dog? Underline the cause with a double line. (If you ask yourself the question "Why?" after the effect, the cause will answer the question. For example, John was not allowed to have a

dog. Why?
.....)

Read the following sentences and decide which part of each sentence is the effect and which part is the cause. Underline the effect with a single line and underline the cause with a double line.

1. Joan has to stay after school because she was late this morning.
2. It rained on the day of our picnic so our fun was spoiled.
3. Since Martha is the oldest child in her family, she gets the most allowance.
4. Because he has a paper route after school, Simon can't be in the play.
5. The children could not climb up the river bank, for it was very slippery.
6. All of my plants died because I forgot to water them.

Complete these cause and effect sentences. Underline the cause and the effect as you did in the above sentences.

1. Our cellar was flooded because.....
2. It was a miserable day because

Write your own cause and effect sentences using the word pairs below.

1. wind—hat.....
2. glass—tire

USING **SHORTENED** LANGUAGE

If you heard two girls having the following conversation, would you understand what they were talking about?

Lucy: You hurt?

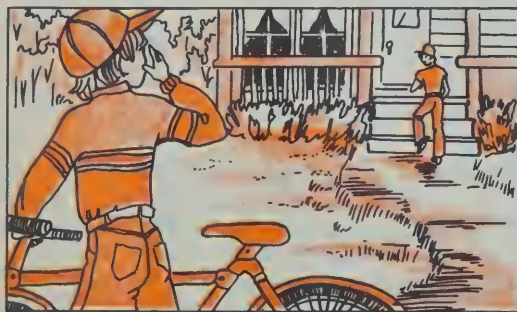
Linda: A little.

The girls are using shortened language when they speak. In other words, they are using only a few important words to get their ideas across. As you listen to them, you must add the words they leave out. For example, in your own mind you may add to their conversation in this way:

Lucy: Linda, did you hurt yourself?

Linda: I just hurt myself a little.

1. Look at the cartoons on this page in which people use shortened language. Beside the cartoons, write what each person means by what he says.



You coming?

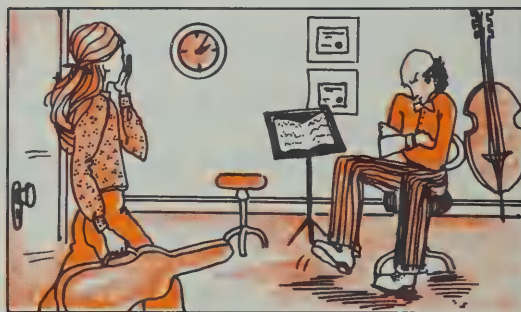
.....

.....

No, later.....

.....

.....



Late again!

.....

.....

Sorry.....

.....

.....

2. On a separate piece of paper write your own shortened conversation. You could have two people arguing about a toy, one person asking another to go swimming, or you could use an idea of your own.

3. You will often find shortened language used in advertising. Read the bicycle ad below. Then finish writing out the meaning of the shortened language in this ad.

3-SPEED MODEL



Built to take those hills easily!

- soft, mattress-style saddle
- loaded with chrome
- white-line tires—26"

TOP VALUE: NOW ONLY **\$78.99**
(reg. \$88.99)

This bicycle is a three-speed model.
It is built so that you can ride up hills easily.

The saddle is

.....

.....

.....

.....

4. Write out in full what is meant by these shortened advertising phrases.

(cereal box) Free—Spaceman inside

(store ad in newspaper) Fantastic Sale!!

(canoe ad) Hurry! Supply limited!

(grocery store ad) Garden-Fresh Lettuce—39¢ Head.

(game box) Hours of fun!

5. You also find shortened language on labels. What is meant by these phrases used on labels?

(on bottle) Shake before using.

(on package of drink mix) Makes 1 litre.

(on package top) To Open—Press here.

6. How might these ideas be shortened on a label?

This fruit juice has had vitamin C added to it.

You must never puncture or heat this can.

You must keep this cleaning product away from children.

.....

This liquid is harmful if you swallow it.

?? CHOOSING TITLES ??

Read these three folk tales. Below the first two tales you will find three titles. Underline the title that you think best fits the tale. Write your own title for the last tale.

There was once a young man who saw some pumpkins growing in a farmer's field. He had never seen pumpkins before and he asked the farmer, "What are those things?"

"Donkey's eggs," answered the farmer.

"Donkey's eggs? If you hatch them out, do little donkeys come out of them?"

"Yes," said the farmer.

"Then sell me one."

The young man took the pumpkin home and told his wife to sit on it. She sat on the pumpkin for a week. Then he took her place and sat on it for a week. At the end of that time he was tired of sitting there and he still saw no signs that the egg was about to hatch.

"The egg doesn't seem to be a good one," he said. So he took it out into the orchard and tossed it down a deep bank.

The pumpkin broke rolling downhill and scared a little rabbit from under a bush, who ran off as fast as it could.

"What a shame!" cried the man. "If I had sat on it just three more days I would have had a nice little donkey. It has fine long ears, but it has only a little wisp of a tail."

Carl Withers

The Foolish Man and the Rabbit

The Farmer and the Young Man

The Donkey's Egg

One day Minette, the cat, caught a little sparrow, of which she planned to make a meal. But as cats will do, she played with the bird for quite a while. At last she sat down to eat it.

"Mistress Cat," said the sparrow suddenly, "I know I am in your power, but I feel I must tell you something for your own good. At the royal court the King and his courtiers never eat without washing themselves first. It simply isn't done in polite society!"

"Indeed!" answered Minette. "Well, I am as well-mannered as they are. I shall do the same." And letting go of the little sparrow, she began to lick her paws and passed them over her face. The moment the sparrow was free, it quickly flew to the highest branch of a nearby tree, from where it made faces at the cat and sang of the stupidity of a proud pussy.

And since that day cats have always washed themselves *after* eating.

Johan Hart

Why Cats Always Wash After Eating

Manners at the Royal Court

Minette, the Clever Cat

Sha-shih Ya-po was a poor man. Sometimes, driven by hunger, he stole a roll. Driven by need, he sometimes stole a piece of cloth. One day, thinking that no one would see him, Sha-shih Ya-po stole a pear.

He had not yet finished eating it when the fruit seller pointed him out to the police. Sha-shih Ya-po hid the core of the pear inside his shirt before the police took him off to jail. There the poor thief finished eating the pear core, all but one small brown seed. This he wrapped carefully in a bit of paper which he stuffed inside his sash. Now and then he took the paper out, unwrapped the little seed and looked upon it, remembering the tasty pear from which it had come.

Days passed and months, too. Still, Sha-shih Ya-po had not been brought to trial. He began to wonder if he would ever get out of his dark prison cell. And then, as he looked at his little pear seed, an idea took shape in his mind.

"Guard! Guard!" he shouted. "I want to see the Emperor!"

"Why do *you* want to see the Emperor?" the astonished guard asked.

"I have a rare gift for him," Sha-shih Ya-po answered. "Take me to the palace at once."

When the Emperor saw a ragged thief before him, he asked, "What sort of gift can you possibly have for me?"

"This, Your Majesty," said the thief, pulling out the paper with the pear seed wrapped in it.

The Emperor unwrapped the paper. "It is nothing but an ordinary pear seed," he exclaimed.

"Ah," sighed the thief. "That is not an ordinary pear seed at all. Your Majesty, if you will but plant it, it will grow into a marvelous tree, which will bear pears of pure gold."

"If that is so," the Emperor asked, "why did you not plant the seed yourself?"

"Alas," said the thief, "for me the tree would bear only ordinary pears. It will not bear golden fruit unless it is planted by a person who has never stolen anything in his life, or cheated anyone either. That is why I have brought this seed to

you, Your Majesty. Surely you have never stolen anything in your life, or cheated anyone."

The Emperor frowned. He knew he could not plant the seed and expect golden pears from it either. As a little boy, he had stolen sweets from his nurse. Later, well, there were other things. And most recently, there was the land he had taken from the nobleman he had beheaded for some reason or other. No, he could not risk planting the pear seed. The Emperor shook his head.

"Let your Prime Minister plant it then," Sha-shih Ya-po urged.

"No, no, I could not!" the Prime Minister exclaimed. "There might be some small thing in my past life—long ago, of course—that I have forgotten."

"Well, what about the commander of the Royal Army?" the thief suggested, noting that this worthy person was in the audience hall.

"No, no!" The commander stepped back in alarm.

"What about your Chief Magistrate, then?" the thief suggested.

However, even the Chief Magistrate could not plant the seed, for he did not always decide the cases before him honestly.

"What about the Chief Warden of the Royal Prisons?" the thief asked.

The Chief Warden backed away from the idea.

So it went, down to the lowest page attending His Majesty. No one would plant the seed that would grow golden pears. Each one found that he could not do it, for his own conscience was not clear.

Sha-shih Ya-po said, "Everyone of you has admitted that he lies, steals, and cheats, yet *you* do not have to go to prison for it. I, poor Sha-shih Ya-po, because I stole a pear when I was hungry, I have been put into prison and forgotten. Your Majesty, is this right?"

The Emperor looked at the poor man before him and shook his head. "Go, Sha-shih Ya-po," he said. "You are a free man."

Robert Wyndham

The Story a Map Tells



LEGEND



WOODS

HILLS

BROOK

ROAD

BUSINESS



FARM

CHURCH

MARSH

HOUSE

BRIDGE

GRAZING LAND

1. Look at the map carefully. Use the legend to help you read the symbols used on it.

- (a) How many farms are shown on the map?.....
- (b) Mark the brook with an X.
- (c) How many churches are on the map?.....

2. In the past, many people took their surnames from the work they did or from the place in which they lived. Match each of the names below to a number on the map. The first one has been done for you. Why might the family at number (1) have the name

Bridges?

- | | |
|-----------------|-------------|
| 1. Bridges..... | Taylor |
| 2. | Bakerton |
| 3. | Oats |
| 4. | Bridges |
| 5. | Miller |
| 6. | Butterworth |

3. Why do you think the village grew where it did?.....
.....
.....

4. Use the scale to estimate how far it is by road from the house in the woods to the mill.

5. Imagine you are at the dairy and someone asks you how to get to the house by the brook. Describe the way he or she should go.....
.....
.....

6. If you had to move to the area shown on the map, where would you choose to live?

Give reasons for your answer.....
.....
.....

Characters and Their Personalities

Sometimes an author wants the reader to like a character he or she is writing about. At other times the author tries to make the reader dislike a character. Read the following selections to see how an author makes you feel the way you do about a character in a story.

Jerry stole a closer look at his new companion. A brown bundle, tied with string was tucked under one arm. His coat was frayed around the collar and patched at the elbows. But the yellow vest might have come from the finest of shops. Atop his head sat an old cap, shapeless, but brightened with some pin-on badges and buttons. His hair needed trimming. Ends of it, fuzzy like wool and partly gray, curled up around his ears.

“What’s your name, Mister?” asked Jerry.

The hobo smiled down at him. He made a little bow. “My name is Clover. Clover McGee. I was passing on the road to Hintonville. Ah, it was such a glorious spring day with all the birds gossiping and the daffydowndillys waving their bonnets. My feet wouldn’t hold the dusty road. So, here I be.”

Jocelyn Arundel

- 1. Clover McGee is a hobo. What is a hobo? What kind of a life does a hobo have?
.....
.....
- 2. Although Clover was shabby, his appearance was still very cheerful. What made him look cheerful?
.....
- 3. Do you think Clover McGee is a happy man? Why or why not?
.....
- 4. What does Clover mean by the word “daffydowndilly”?
.....
- 5. Why do you think he changed the word this way?
.....
- 6. Do you think that the author wants the reader to like Clover? Give reasons for your answer.
.....
.....



I have to tell you about Cynthia. Every grown-up in the whole U.S. of A. thinks that Cynthia is perfect. She is pretty and neat and smart. I guess that makes perfect to any grown-up. Since she lives in the same apartment house as we do, and since my mother is a grown-up, and since my mother thinks she is perfect, my mother has tried hard to have us become friends since we first moved to town.

It didn't take me long to discover that what Cynthia was, was not perfect. The word for what Cynthia was, was *mean*.

Here's an example of mean. There was a little boy in our building who had moved in about a month before we did. His name was Johann; that's German for John. He moved from Germany and didn't speak English yet. He loved Cynthia. Because she was so pretty, I guess. He followed her around and said, "Cynssia, Cynssia." Cynthia always made fun of him. She would stick her tongue between her teeth and say, "Th, th, th, th, th. My name is Cyn-th-ia not Cyn-sss-ia." Johann would smile and say, "Cyn-ss-ia." Cynthia would stick out her tongue and say, "Th, th, th, th, th." And then she would walk away from him.

E. L. Konigsburg

1. Clover McGee's personality is shown by the way he looks and talks. How does the author of this selection show Cynthia's personality?

.....

2. Do you think Cynthia would tease Johann if there were parents around to hear her? Why or why not?

3. The author wants the reader to dislike Cynthia. Did the author succeed in making *you* dislike Cynthia? Why do you feel this way about her?

.....

.....

Look at one of the stories in your reader. Choose a character in the story and decide whether or not the author wanted you to like the character. How does the author make you feel the way you do about the character? Write your answer on a separate piece of paper.

Write a short paragraph on a separate page describing one of the following people: a mail man, a boy or girl your age, a storekeeper, or a baby-sitter. Will you want your reader to like or dislike your character?

USING *the* INDEX

Every encyclopedia has a section called an *index*. The index lists the topics found in the encyclopedia in alphabetical order. It may also contain short notes or topics not covered in the main part of the encyclopedia.

The index may be found at the end of each volume of the encyclopedia or in a separate volume. An index is also found at the back of most nonfiction books.

When you are looking for information in an encyclopedia, the index can help you find this information quickly.

Imagine that you must find information about the history of baking bread. The first step is to look up the topic “Bread” in the index. This is what you will see in the index:

Bread B 385-89
ancient millstones for grinding flour, picture A 355
black or rye bread R 364
Cyprus, ancient baking methods, picture C 558
Egyptian statuette, picture A 350
experiments: growing bread molds A 316; E 351
flour from different kinds of wheat F 274
mold F 496, 497
unleavened and leavened compared F 88
wheat W 156
See also flour milling

from *The New Book of Knowledge*

1. The capital B after the word “Bread” tells you that you can find the main article on bread in volume of the encyclopedia. On which pages of the volume will you find the article?

2. Now read the subheadings listed below the heading “Bread” to see if any of them can help you find information about your topic, the history of baking bread. The first subheading, “ancient millstones for grinding flour,” may tell you something about your topic. Where will you find the information?

3. Why is the next subheading, “black or rye bread,” not useful to you?
.

4. Read the rest of the subheadings to see if they have any information that may help you with your topic. Two of the subheadings may be useful to you. They are
.

The last subheading, “See also flour and flour milling,” tells you to look up “Flour and flour milling” in the index for more information.

5. As you are looking up a topic in the index it is a good idea to write down the volumes and page numbers which you are planning on looking up later. Under your topic, the history of baking bread, you would have listed the following:

Now you are ready to do the research on your topic.

Read the index below carefully.

Cancer, constellation C 491
Cancer, Tropic of see Tropic of Cancer
Cancer and cancer research C 89—95; D 194, 218
air pollution A 109
fund established by Mildred Zaharias Z 366
leukemia, disease D 200
Public Health Service Testing programs P 504
smoking and lung cancer S 203
virus study V 370—71

Candellilla (cand-el-LI-ya), plant
wax obtained from W 69

Candide (con-DEDE), book by Voltaire V 388; N 348
satire H 280

Candid pictures P 216

Candlemas Day H 159; P 155
known as a Witches' Sabbath W 208

Candlenut tree
state tree of Hawaii H 56

Candlepins, a bowling game B 349

Candles C 96—97
Austrian handicraft, picture E 318
Easter symbol E 41
lighting L 280
light intensity measured in foot-candles L 267
made by American colonists C 399
riddle "Little Nanny Etticoat" J 132

Candlewood, Lake, Connecticut C 470

Candling, egg see Egg candling

Candy and candymaking C 98—99
chocolate C 274, 275
recipes R 5115, 116

Canes, walking sticks
symbol of furrier trade F 515
technique of use by the blind B 254

Cane Sugar S 454
sugarcane G 319; picture G 318

Canidae (CAN-id-e), dog family D 243

Canis (CAY-nis), dog genus D 243

Canis Major ("Big Dog"), constellation C 492

Canis Minor ("Little Dog"), constellation C 492

Cankerworms P 289

Cannae (CAN-ne), battle of, 216 B.C. H 34

Cannas, flowers G 41

Canned foods
grades, and can sizes M 101

Canneries
floating canneries of Japan A 462

Cannibalism (CAN-ni-bal-ism), practice of eating one's own kind
animals' eating habits A 266
early custom of Fijians F 122
former custom of Carib Indians I 210

Canning and preserving F 345—46, 351—52
baked goods, canned B 388—89
developed by Nicholas Appert F 345

Canning, George (1770—1828), English statesman, b. London. He entered Parliament (1794) and became prime minister (1827). Canning is noted for acknowledging independence of Spanish colonies in New World, promoting nonintervention policy there, encouraging nationalist movements in Europe, and advocating emancipation of Roman Catholics in England.

from *The New Book of Knowledge*

Answer these questions about the encyclopedia index section above.

1. In which volumes of the encyclopedia would you find information about cancer and cancer research?
2. On which pages of volume C is the main article about candles?
3. What are the subheadings under "candy and candymaking"?
4. How many subheadings are under the topic "canes"?
5. Where would you find the answers to the following questions? Give volume and page numbers.
 - (a) How were candles made by American colonists?
 - (b) Was George Canning ever prime minister of England?
 - (c) What does the constellation Cancer look like?
 - (d) Are animals cannibals?

Using **BETTER** Descriptive Words

Which one of these sentences do you think paints a better word picture?

1. A strong wind blew over the rough waves.
2. The angry wind whipped the waves into a foamy froth.

The words “angry,” “whipped,” and “foamy froth” in the second sentence help to make the scene described come alive for the reader. “Strong,” “rough,” and “blew” are much weaker words.

In each of the sentences below a weak word has been underlined. Replace this word with one of the more descriptive words found above the sentences which means the same thing. Write the word you choose in the blank at the beginning of the sentence.

hesitated
scrambled

lopsided
poured

- 1. As Lori ran to home base, the crowd cheered wildly.
- 2. Then she smiled her special crooked grin.
- 3. Mother put creamy milk on the juicy, ripe strawberries.
- 4. The silver-haired man stopped a moment before he knocked on the door.

strolled
scour

sped
bruised

- 1. My knee was badly hurt in the bicycle accident.
- 2. We met an escaped gorilla as we walked through the park.
- 3. The flashy car went quickly around the dirt track.
- 4. Don't forget to clean the pots when you do the dishes.

eavesdropped
scuttled

sailed
peeked

- 1. White fleecy clouds went across the sky.
- 2. The sneaky detective listened through the window.
- 3. The kitten looked around the corner.
- 4. The huge beetle ran across the floor.

WHAT ARE THEY DOING NOW?

Match each of the words below with one of the cartoons.

shoving

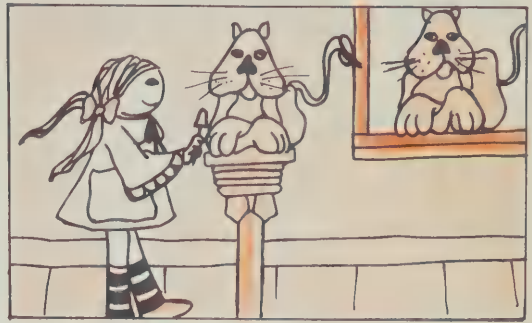
concentrating

modeling

paring

imagining

shinnying



On a piece of paper draw cartoons for four of the following words. Then ask a partner to match your cartoons with the correct words.

misplaced

descend

sniffle

pare

somersault

yawn

What's Happening Here?

Often a very short section of a book can tell you a lot about the characters and the plot of the story. Read the following story selections carefully and answer the questions below each.

"Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

"Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.

"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

"Do away with it?" shrieked Fern. "You mean *kill* it? Just because it's smaller than the others?"

Mrs. Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said. "Your father is right. The pig would probably die anyway."

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father.

"Please don't kill it!" she sobbed. "It's unfair."

Mr. Arable stopped walking.

"Fern," he said gently, "you will have to learn to control yourself."

"Control myself?" yelled Fern. "This is a matter of life and death, and you talk about *controlling* myself." Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand.

"Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!"

E. B. White

1. Do you like Fern? Why? What words would you use to describe her?

.....

.....

2. If you were Fern, what arguments would you give your father to convince him not to kill the pig?

.....

.....

3. Do you think Fern would act the same way if her father were going to kill a large grown pig? Why or why not?

.....

Heels clicked on the sidewalk. Closer, closer, tap, tap, tap. Tom reached for his waterpistol, but when he saw who was coming, he froze. It was Miss Pinchbeck, here already. She walked stiffly up the steps and rang the bell. Her black coat flapped against her thin legs, and a black feathered hat lay on her head like a dead bird. Tom thought back to the last time she had come, when he and Dad had had the mumps, how bossy she was, and the way she called him Thomas. Thomas!

Her sour expression hadn't changed. She looked as if she had just discovered a fly in her pudding. Her mouth was sucked in, and all the lines on her face went down. As far as Tom could remember, she looked like that all the time.

Glancing across the street, Tom could see his sister Sally hanging by her knees from the apple tree, her pigtails shining like new rope. Sally was a pretty good tree climber for a girl of nine. He watched her as she climbed down the tree and vanished into the vacant lot. Scrambling from under the verandah, he ran across the street. "Sally, Sally!"

"What?" Her freckled face peered around a huge maple tree.

"Miss Pinchbeck's here."

"I saw her. She doesn't look any better from upside down."

"Now the whole summer's spoiled," he said.

Sheila Rolfe

1. Why do you think Tom was under the verandah with his waterpistol?

.....

.....

2. Why do you think Miss Pinchbeck is coming to stay with Tom and Sally?

.....

.....

3. What might Tom and Sally have said to their father when they found out that Miss Pinchbeck was coming?

.....

.....

4. Do you like or dislike Miss Pinchbeck? Why?

.....

.....

5. Do you think that Tom and Sally will let Miss Pinchbeck spoil their summer? What will they do about her?.....

.....

.....

READING A CHART

A chart is a way of organizing information so that it can be read quickly and easily. The information on a chart is arranged under main headings which often are found along the top of the chart. How many main headings are on the chart on the opposite page?

.....

Name the headings.

.....

2. In order to read the chart correctly you must read across the rows and also down the columns. How many sections are on this chart as you read down?

3. How many spiders hunt by night? Which main heading did you look under to find this information?

4. List the four types of spiders found on this chart.

5. Name the spiders which are hunting spiders.

6. Where is the bolas spider found?

7. Which spider catches its prey by using a sticky net?

8. Only one of the spiders on this chart can swim underwater. What is the name of this spider?

9. Which of these spiders might be described as the “cowboy” of the spider world? Why?

.....

10. How did the raft spider get its name?

.....

11. Which of the spiders on the chart did you find most interesting? Why?

.....

.....

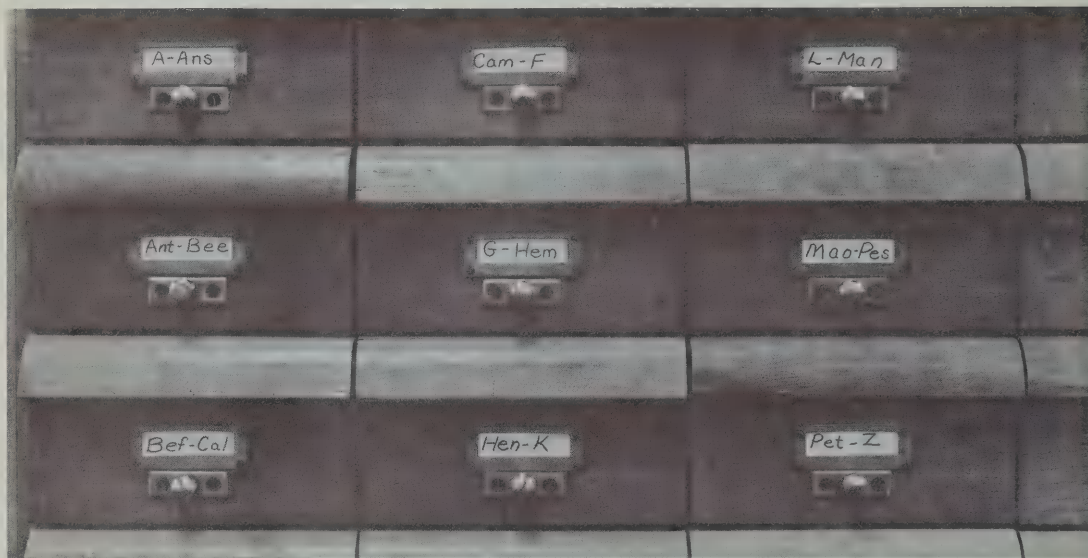
.....

SOME SPIDERS OF THE WORLD

| Name of Spider | Type of Spider | Where Found | Method of Catching Prey | When It Hunts |
|---|----------------|--------------------------------------|--|---------------|
| bolas spider | hunting | United States, Africa, and Australia | The bolas spider spins a lasso of silk thread. It then places a ball of sticky silk at the end of the lasso. When an insect flies by, the spider then throws the lasso out to capture it. | night |
| raft spider | fishing | England | The raft spider binds several dead leaves together with silk. It drags this raft out into the water. The wind then blows the spider on the raft over the surface of the water where the spider catches its prey. | day |
| menneus | hunting | South Africa | This spider spins a sticky web. It then springs out at a passing insect and throws its net over its victim. | night |
| bothriocyrtum californicum (trapdoor spider) | ambushing | California U.S.A. | This spider digs a narrow burrow in the ground which it covers with a hinged door. The spider then sits at the top of the burrow holding the door open with the back part of its body. When an insect passes by, the spider jumps at it, captures it, and drags it down into the burrow. | night |
| argyroneta aquatica | water | Europe and Asia | This spider lives underwater in a silken diving bell filled with air bubbles. It swims underwater catching bugs and insects that also live in the water. | night |
| habrocestum pulex (jumping spider) | hunting | America | With its good eyesight, the jumping spider can see its prey at a distance. It then creeps up on its prey and pounces on it. It also leaps from plants using draglines. | day |

Using the Card Catalogue

Every library has a card catalogue. The card catalogue is usually found in a file cabinet with several labeled drawers. In these drawers there are cards with information on every book in the library. The cards in the card catalogue tell you which books the library has and where you can find each book in the library.



The drawers of the card catalogue cabinet are labeled on the outside and arranged in alphabetical order.

In the card catalogue you can find the card on a book in three ways.

1. Look up the name of the book. If you wanted to find the location of the book *All About Insects*, you would look in the drawer marked A-Ans. To find the card on *The Little House on the Prairie*, you would look in the L-Man drawer. Remember, when looking up a title that starts with “a,” “an,” or “the,” always use the second word in the title.

In which drawer of the card catalogue would you look for these titles:

Stuart Little—

Great Explorers—

The Enormous Egg—

Isabel the Itch—

The First Book of Snakes—

2. The second way to look up books is to look up the author's name. For example, if you wanted a book written by Anna Sewell, you would look in the Pet-Z drawer. Always look up an author by his or her last name. In which drawer of the cabinet would you find books written by the following authors:

- Lila Perl—
- Isaac Asimov—
- E. B. White—
- W. O. Mitchell—

3. You can also find books filed under subjects such as "Horse Stories" or "Space Travel." Under the subject heading, you will find all the books about this topic.

- In which drawer would you find "Horse Stories"?
- Where would you look up "Space Travel"?
- Where would you find "Mystery Stories"?
- Where would you find books about fish?

In each drawer of the card catalogue you will find the index tabs. These tabs will help you find the card you are looking for quickly.
 One of the drawers in the card catalogue on the opposite page might look like this.



- Where would you look for the following titles and topics in this drawer?
- Alvin, Boy Wonder*—after card Alberta, before card end of drawer
 - adding machines—after card, before card
 - Afghanistan—after card, before card
 - Acres and Acres of Cotton*—after card, before card

GETTING to the POINT



Which of the two sentences above do you think Miss Muffet said when the spider sat down beside her?

Sometimes we can get into trouble by using too many words to say what we mean! In each of the cartoons below write in the blank space what you think the people would really say.



Write each of the sentences below replacing the underlined part with one of the words in the list. The first one has been done for you.

- | | |
|--------------|-----------------|
| superstition | rare |
| folklore | Egyptian |
| failure | Central America |
| gilded | prescription |
| autumn | |

1. My favorite time of the year is when the leaves fall from the trees and the days start getting cooler.
My favorite time of the year is autumn.
2. Last year my father visited a family who lives in the section of land which lies between North America and South America.
.....
.....
3. I like learning about the legends, customs, and beliefs of the people of other lands.
.....
.....
4. People expected Josie to be a person who doesn't succeed, but she surprised them.
.....
.....
5. Long ago the people who lived in Egypt built the pyramids.
.....
.....
6. When Mr. Thomas went to the drugstore, he took his slip of paper on which the doctor had written the kind of medicine he needed.
.....
.....
7. The statue in the middle of the fountain was covered with a thin layer of gold.
.....
.....
8. This disease is one which is not found very often in this country.
.....
.....
9. I am not afraid to walk under ladders because that is a silly belief which comes from a fear of the unknown.
.....
.....

How Does A Spider Spin A Web?



Read this article which describes how a garden spider spins its web. Look at the picture to help you understand exactly what happens.

A garden spider making its web is a wonderful sight. This web, called an *orb-web* because it is more or less round, like a circle, is the most beautiful of all spider webs. It is very large, for the garden spider is a large spider. One kind, the handsome orange garden spider, marked with bright spots and bands of orange and yellow, may be an inch or more long, and its web may be as much as two feet across.

The garden spider often begins its web with a bridge. Sitting on the top of a tall garden flower, or other high point, it spins out a *dragline*. To understand what a dragline is, watch any spider drop from a high place to the ground. The thread that it makes as it falls is probably from two threads spun out from two spinning tubes. It is called a dragline.

The garden spider waits until the wind blows its dragline against a plant or branch, some feet away. The line catches on the plant. Then the spider pulls up the slack and fastens the thread with a disc of small threads. The bridge is made. Often the spider will make a second bridge below the first.

Next, the spider runs between the bridges or between a bridge and a twig, spinning draglines until it has spun a *frame*, like a picture frame with no picture in it. Then the real work begins—making the orb in the empty space within.

Starting on one side, the spider runs around to the opposite side of the frame, spinning out a thread and kicking it carefully up and away with a hind leg so that this thread will not stick to the frame.

On the far side, at a point where the dragline, when pulled tight, will pass through the center of

the empty frame, the spider takes up the slack. The spider then runs in on this center line, halfway, which brings it to the middle of the empty space. From here it begins spinning lines to the frame, like the *spokes of a wheel*.

At the same time the spider works on the hub, which, like the hub of a wheel, must be made strong. When the spokes and the hub of the orb are done, the spider runs *spiral lines*, around and around over the spokes to keep the spokes in place. Faster, ever faster, the spider spins and spreads the thread, with a kick here, a kick there, of a hind leg. The spider is so quick that you have to look fast to see what it is doing.

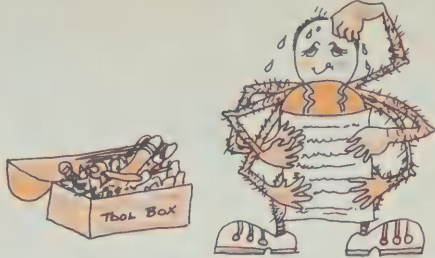
Up until now it has been spinning dry, except for the discs with which it fastens the threads in place. Now it begins spinning an entirely different, sticky kind of thread. This *sticky thread* is the most important of all, for it will trap and hold the insects that fly into the orb. The other threads are made only to hold the sticky threads.

The spider begins spinning a sticky thread at the outer edge, on the lower side of the orb. Here it turns several loops and passes on around the circle, setting the sticky lines close together. As it goes, the spider kicks each sticky line out loose, then cuts away each tight dry line that until now has held the spokes of the orb in place. The sticky lines sag. When a fly or other insect is caught and struggles to escape, the sticky lines are so loose that they stretch way out like an elastic rubber band and so do not break easily.

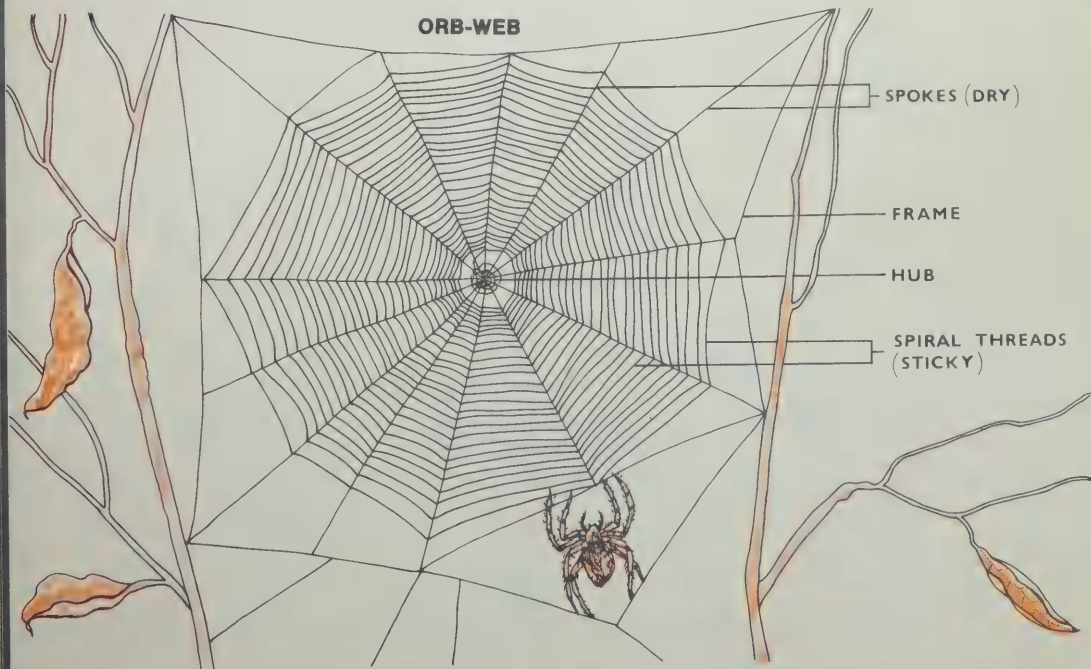
Some kinds of orb-web spiders also spin a jagged ribbon of threads below the hub or across the center of the web, to make a tougher trap.

Dorothy Childs Hogner

Listed below are the steps a spider follows when spinning a web. But these steps are in the wrong order. A spider would get very confused trying to build a web following these directions! Help the confused spider. Number the directions correctly for him.



- ...The spider spins spokes from the center of the frame and strengthens the outer lines at the same time.
- ...The sticky lines sag and are ready to catch any careless insect.
- ...The spider begins to spin sticky thread.
- ...The wind blows the dragline and it catches on a plant or branch nearby.
- ...The spider makes spiral lines through the spokes to keep them in place.
- ...The spider sits on a high point and spins out a dragline.
- ...The spider spins draglines until a frame is completed.
- ...As the spider loops the sticky thread around the circle, it kicks the sticky thread loose, then cuts the dry thread.
- ...The spider spins a long thread which it pulls to reach across the center of the frame.
- ...The spider also spins sticky threads across the center of the web.



Prose And Poetry

THE LIFE CYCLE OF BUTTERFLIES AND MOTHS

Butterflies and moths are among the insects that pass through four stages in their life cycles.

The first stage is the *egg*. Adult females lay eggs on the kind of plant their young will later need as food.

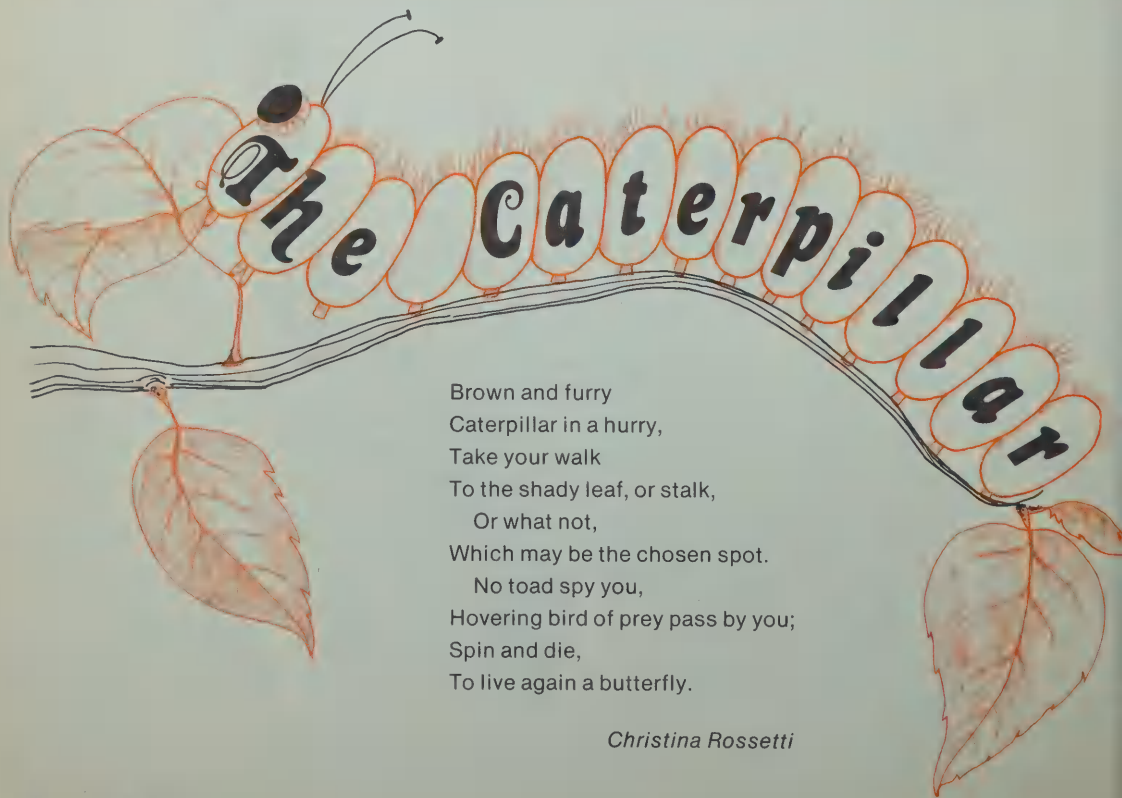
The eggs hatch into wormlike creatures known as *larvae*. The common name for the larvae of butterflies and moths is caterpillar. Caterpillars are busy and hungry. They may eat once or twice their own weight in leaves each day. After several days of such feeding, they outgrow their own skins. Then they molt, splitting the skin and crawling out of it. Caterpillars may shed their skins four or five times in this second stage of the life cycle.

In the third stage the caterpillar goes into a resting stage and is called a *pupa*. Different caterpillars pupate in different ways. For example, many

moth caterpillars burrow into the ground; others hide behind loose bark or in hollow logs. Some caterpillars rest in cocoons, which they make by spinning thread from their mouths. (Natural silk is made from the threads in the cocoon of the silkworm moth.) The pupa does nothing except rest. This stage may last 2 weeks; it may last a whole winter. During this period the caterpillar changes into a full-grown *butterfly or moth*.

In its new and adult form, it emerges wet and shaky from the cocoon. As blood flows into the veins of the wings the adult flutters and dries them. In a few hours, when the wings are strong and dry, the butterfly or moth flies off to live out its fourth, or adult, stage.

from *The New Book of Knowledge*



Brown and furry
Caterpillar in a hurry,
Take your walk
To the shady leaf, or stalk,
Or what not,
Which may be the chosen spot.
No toad spy you,
Hovering bird of prey pass by you;
Spin and die,
To live again a butterfly.

Christina Rossetti



1. What did you learn about the caterpillar by reading the selections on the opposite page?

2. Which selection gave you the information needed to answer the questions below?

What is another name for a caterpillar?

How does a caterpillar molt?

3. The article "The Life Cycle of Butterflies and Moths" is called prose. "The Caterpillar" by Christina Rossetti is called

4. "Caterpillars give me the creeps!" Do you think a person would still feel this way about caterpillars after having read "The Caterpillar"? Why or why not?

.....
.....

5. In which words of her poem does Christina Rossetti give us a picture of the caterpillar?

.....

6. Christina Rossetti says that the caterpillar "spins and dies." Does it really die? What does she mean when she says "dies"?

.....

7. The author of the prose article wanted to give the reader information about a caterpillar. Did Christina Rossetti write her poem for the same reason? Explain your answer.

.....
.....

8. You can tell poetry from prose before you even start to read. How does poetry look different from prose?

.....

Write a short poem or prose paragraph about another insect. Will your purpose for writing be to give information or to tell your feelings about your subject?

Matching Paragraphs And Pictures

Each of the paragraphs below tell about one kind of island. On the opposite page, find the picture that matches each paragraph. Write a label beside the picture naming the kind of island it shows.

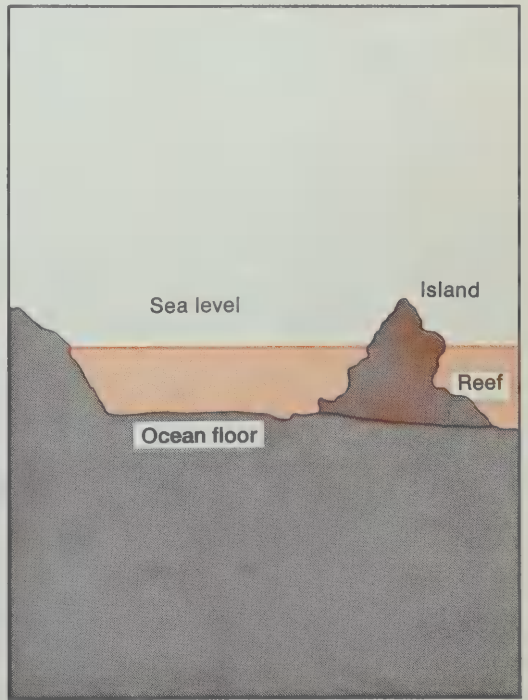
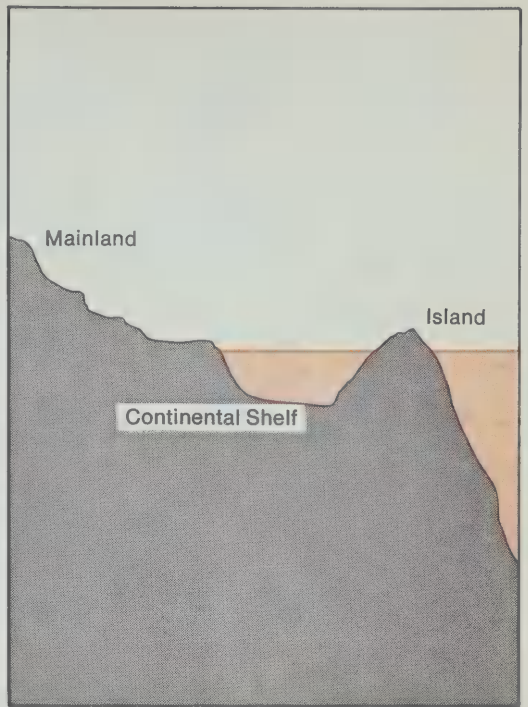
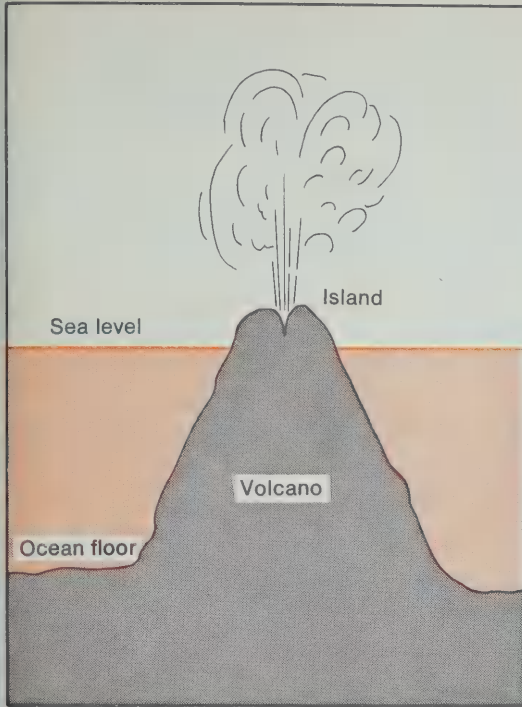
In the Arctic Ocean are found large masses of floating ice called *ice islands*. Ice islands are different from the other kinds of floating ice such as icebergs and packed ice because they have a smooth wavy surface. The first ice island was spotted in 1946. Its area was 518 square kilometres which is about 1/10 the size of Prince Edward Island. Others were seen in later years. For some time, scientists did not know where these islands came from. It was finally discovered that they had broken off the ice shelf of Ellesmere Island. Another kind of *floating island* is found in some rivers and along certain coasts. These islands are rafts of grasses, bushes, and other plants usually mixed with some soil.

Islands are sometimes built by the lava that comes out of a crack in the ocean floor. The lava builds up into a cone shape called a volcano. This volcano erupts many times and finally gets so high that its top is above the surface of the ocean. A *volcanic island* is then formed. Some of the Hawaiian Islands were formed by volcanoes built on the ocean floor almost 5 kilometres below the surface. Other volcanic action can also form islands. Earthquakes can shift the earth's crust and make land rise and fall. When land falls, often only high areas such as mountains are left above the ocean's surface. These high areas are then islands. When earthquakes make land rise, sometimes parts of the ocean floor are lifted above the sea level to form islands.

Tiny sea animals called coral polyps build islands called *coral islands*. The coral attach their bodies to rocks on the ocean floor. They then grow a hard shell around their soft bodies on the rock. When the coral dies, this hard shell stays on the rock. After many, many years the shells of billions of coral form a reef that reaches to the surface of the ocean. The action of the sea water on the reef then builds the reef above the water's surface, forming an island. Reefs are found along coastlines and around islands. The largest reef in the world is the Great Barrier Reef off the east coast of Australia.

Continental islands lie close to a continent. The water that separates them from the mainland is rarely more than 183 metres deep. But ancient continental islands differ from those more recently formed, for the water between these islands and the continent may be many thousands of metres deep. Continental islands are actually parts of the continental shelf that surrounds most continents, lying like a platform of land below the water. But this land is not all flat like a platform. In places plateaus and mountain peaks rise above the water as islands. The continental shelf may have shifted in position in relation to the sea, causing parts of it to rise above sea level. For example, the British Isles were once a peninsula of the European continent until the sea broke through and formed islands.

Delia Goetz



LET'S GET TECHNICAL

Sometimes when we are speaking and writing we use simple, everyday words to explain what we mean. Other times we need to use more exact, technical language.

Gneiss is a technical word that means a certain kind of metamorphic rock.

Rock is a word we use to describe any piece of rock we may see.

Read these sentences. In which sentence will you write the technical word *gneiss*? In which sentence will you write the everyday word *rock*?

On our science field trip I found some

I tripped over some as I was crossing the field.

If you were on a science field trip you would be interested in the scientific, technical names for rocks, so *gneiss* belongs in the first sentence. It is not important what kind of rock the person tripped over, so *rock* belongs in the second sentence.

Read the sentences below. Which sentence requires the more technical word? Which sentence requires the everyday word? Fill in the blanks with the correct word.

internal combustion engine—motor

1. Who was the man who invented the ?

The mechanic took a look at the when we stopped for oil.

made—produced

2. Electric trains are in that factory.

Mother a chocolate cake for dessert.

built—constructed

3. I a doghouse for my dog, Skipper, yesterday.

A skyscraper will be on this vacant lot very soon.

said—announced

4. The man on the radio that school was cancelled for the day.

Mary that she might be coming over this afternoon.

rotates—turn

5. The earth on its axis every twenty-four hours.

..... the tap to the left to stop the water!

demonstrate—show

6. The children begged the magician to how he did one of his tricks.

When we go to the T.V. station, a man will how a camera works.

The person who wrote the report below did not know the right technical language to describe what he had seen. Read the report. Then look at the list of words below the report. Beside each word, write the underlined words in the report that were used in its place.

HOT STUFF SHOOTS OUT OF MOUNTAIN!!!

On the island of Iceberg today, something happened that will interest men who study the earth all over the world. A large cone-shaped mountain began shooting some hot melted rock out of the hole at the top. It sounded like there were things blowing up down deep in the mountain. All of the people who live on the island left their homes because they were afraid of gases which are dangerous to life.

- crater—
- lava—
- inhabitants—
- geologists—
- erupting—
- volcano—
- explosions—
- poisonous—

Choose two of the technical words below and show that you know what each word means by using it in a sentence.

- | | | | | |
|--------|------|------------|-----------|-------------|
| stroke | weld | production | hydrofoil | sedimentary |
| | | | | |
| | | | | |
| | | | | |

Wonderful Wacky Inventions

These three inventions were designed by people in the late 1800's. Do you think the inventions work? Would you like to take a ride on any of them? What do you think people would say if they saw you traveling on one of these machines?



Imagine that you have invented one of the machines above. You are trying to convince a friend to take a ride on your invention. What will you say about your invention? How does it work? What are its advantages over other methods of travel? What will your friend say about your invention? Write the conversation between you and your friend on a separate piece of paper. You could act out your conversation with a partner when you have finished writing it.



HEADLINES



32 PAGES

WEDNESDAY, OCTOBER 6

15 CENTS

Why do newspaper articles have headlines? Good headlines attract the reader's attention and make him or her curious enough to read the rest of the article. The headline also tells the reader what an article will be about.

Read the articles below. Which of the three headlines beside the article do you think is the best? Why? Underline the best headline.

A scientist says he has discovered a type of bacteria that can kill infant mosquitos by the billions, has no apparent effect on the ecology, and may save millions of lives.

The racket-shaped bacteria attack tiny tadpole-like mosquito larvae growing near the surface of ponds and lakes.

The bacteria, known as bacillus spaericus, is grown in a pale broth, and one cupful would be enough to control mosquitos in the average farm pond, said Dr. Samuel Singer.

Associated Press

Mosquito larvae grow near the surface of ponds

Supergerm—Cupful kills mosquitos by the millions

Dr. Singer makes great discovery

A window cleaner fell 12 storeys Monday from an apartment building and bounced off a parked car.

Norm Lawrence, 23, was working on the top floor of the building when a knot in the rope connecting his platform to a pulley came loose.

He hit the roof of a car parked near a door at the side of the building and bounced from there to the ground. His only injuries were a cut on the head and a sore ankle.

The Canadian Press

12-storey fall ends in cut and sore ankle

Window cleaner falls from building

Man cleans windows of apartment building

Tenants in a 70-suite apartment building in Richmond were forced to leave their homes shortly before midnight Tuesday when fire broke out in a second-floor apartment.

The three-alarm fire at the Bay Villa apartments, 635 Minoru Boulevard, seems to have started in a couch, a fire department employee said.

More than 100 residents of the three-storey building were forced out onto the street. No one was injured.

The Vancouver Sun

Fire in Richmond

Fire starts in couch

Fire clears apartment building

Using Guide Words

bridge

a river or anything that hinders; make or form a bridge over: *A log bridged the brook. Politeness will bridge many difficulties.* 3. the platform above the deck of a ship for the officer in command. 4. the upper bony part of the nose. **bridged, bridg ing.**

144

Britain

ability: *His brilliance as a pianist was soon recognized all over the world.*
bril lian cy (bril' yən sē), brilliance.
bril liant (bril' yənt), 1. shining brightly; sparkling: *brilliant jewels, brilliant sunshine.*
 2. splendid: *a brilliant performance.*

Above you see part of one page in *The Beginning Dictionary of Canadian English*. At the top of the page are two words called guide words. The guide words on this page are and

Guide words are found at the top of each page of a dictionary. The guide word on the left side of the page is the first word found on this page of the dictionary. The guide word on the right is the last word on the page. By looking at the guide words on the page, you will know immediately whether or not a word you are looking for is on the page. The other words in the dictionary are arranged in alphabetical order between the guide words.

1. Which of these words would you find on the dictionary page at the top of this page? Underline these words. Then write the words you chose in the order in which they would be listed on the dictionary page.

- | | |
|----------|-------|
| brink | |
| bright | |
| broke | |
| brim | |
| bridle | |
| broccoli | |
| British | |

2. Below each of these pairs of guide words, write five words you might find on a page with the words at the top.

after — ahead

table — team

| | |
|-------|-------|
| | |
| | |
| | |
| | |
| | |

3. Take your dictionary and open it at about the center of the book. What letter do the words at the center begin with?

How can this information help you when you are looking up words in the dictionary?
.....
.....

Would you look for a word beginning with “c” near the beginning or near the end of the dictionary?

Where would you look for a word beginning with “t”?

Where would you look for a word beginning with “k”?

4. Find the words below in your dictionary. What are the guide words at the top of the page on which you found each word? Use the guide words in your dictionary to help you locate these words quickly. Record the guide words on the line beside each word.

- maple
- symphony.....
- craft
- larder.....
- beaker.....
- octave.....
- gripe
- jive.....
- pretzel.....
- relic.....

5. Write sentences using five of the words above.
.....
.....
.....
.....
.....

And What's Your Opinion?

ZOOS—NO!!

I am against zoos all the way! A zoo is just like a jail to an animal. I have been to many zoos and I've seen large animals such as elephants in cages that were much too small for them. The elephants could not move around very much and had nothing to do all day but stand in the hot sun. Sometimes an elephant in a cage like this gets so bored that it bangs its trunk bloody against the bars. You'd go a bit crazy too in a place like that! Animals that never get any real exercise get soft muscles and are flabby looking. Walking back and forth in a cage is not enough exercise for a lion—the king of the jungle! Sometimes animals which are new to the zoo run into fences, hurt themselves and even break their necks if they are frightened by a sudden noise.

And who do you think usually makes noises to frighten the animals? The people who visit the zoo of course! Many visitors think it's fun to torment the animals by frightening them with loud noises or throwing things at them through the bars. Even people who try to be kind to the animals sometimes do nothing but harm when they give the animals the wrong kind of food. Many zoo animals have died eating food brought by visitors. Some animals in the wild are very shy and like to be left alone. These animals never get used to having people around staring at them day after day. These are the animals that try hardest to escape from zoos.

Many animals also do not mate when they are in zoos or the young animals do not survive in captivity. I am sure you have seen many pictures and articles in the paper telling about a certain type of animal that has had young in a zoo for the very first time. Wouldn't it be better to leave these animals in the wild so that they could have young naturally that would grow up to have more young? People are so worried these days about endangered species. They try to protect these animals by putting them into zoos, but a species may die out because the animals may have no young in captivity.

ZOOS—YES!!

I think that zoos are very important for both animals and man. Many people today live in large cities and never get a chance to see any animals. If there is a zoo near their city, children and adults can visit the zoo, watch the animals, learn more about them, and grow to love and respect them. Scientists can also do experiments and learn more about animals by studying animals in zoos.

The zoos that are being built today are carefully planned so that the animals will be happy and healthy in their new homes. The animals are kept in large areas so that they can play and get plenty of exercise. The area where each type of animal lives is made as similar as possible to the natural home of the animal. For example, mountain goats are given a rocky, hilly home where they can run and climb. People say, "But the animals still have little room compared to their home in the wild." But many animals such as antelopes actually live their whole lives in the wild in a small space of land, so they don't mind zoo life.

Animals usually live longer, healthier lives in a zoo. They are protected from other animals which may eat them or hunters who may shoot them. The animals always have plenty of good food and when they get sick a veterinarian takes care of them. In the wild, a sick or injured animal soon dies. Endangered species are also protected in zoos. Because animals in a zoo often live in a climate that is very different from their natural home, they get stronger and hardier by getting used to this new climate.

Although animals do sometimes escape from a zoo, they almost always try to get back to their zoo home after a few hours of freedom. Many birds and even large animals such as deer have decided to move into zoos of their own free will. Deer may jump the fence into the zoo, visit for a while, and decide to stay in this new safe home where there is always plenty of food!



In the articles on the opposite page, two people give their ideas about zoos. Read the articles carefully, and then answer the questions below.

1. Each article gives a different opinion about zoos. Tell in one sentence how the two opinions are different.

.....

2. The people who wrote these articles had very different ideas of what a zoo looks like.

How are their ideas different?

.....

3. The article against zoos says that people are often cruel to zoo animals. What does the article say that some people do?

.....

4. The person for zoos thinks that animals are better off in zoos than in the wild. Why does the writer think that the animals' lives are better in zoos?

.....

.....

5. In each article the author gives many arguments to support his opinion about zoos. Tell in your own words which two arguments in each article you think are the best.

Zoos—Yes!!:

.....

.....

Zoos—No!!:

.....

.....

6. Which article do you think gives the best arguments? Why?

.....

.....

7. Imagine that you are an animal in a zoo. On a separate piece of paper tell why you like or dislike your life there.

Looking At The Dictionary Entry

If you look up the word “muskrat” in a dictionary you might find the definition below. The different parts of the definition have been labeled for you.

word divided into syllables

↓

musk rat (musk'rat)

respelling for pronunciation

↖

1. a ratlike water animal

↗

of North America 2. the

dark-brown fur of this

animal. *The coat was*

↖

made of muskrat.

definitions for the word

↖

↗

stress mark
(the part of the word you
stress most when you say it)

↖

sentence using the word
in its second definition.

↖

- 1. How many syllables is the word muskrat divided into?
- 2. Which syllable is stressed?
- 3. How many meanings are given for the word muskrat?

The respelling tells you the correct way to say a word. Look at this definition of the word “coax.”

coax (kōks): persuade by soft words. *I coaxed her to come to the show with me.*

- 1. How many syllables are there in the word “coax”?
- 2. Write the respelling.
- 3. How many meanings are given for coax?

The Pronunciation Key

In order to use the dictionary respelling to pronounce words correctly, you must know what certain symbols stand for. The pronunciation key explains the symbols.

Most of the consonants in the dictionary respelling make the same sound that they usually make.

For example: t as in time

r as in rag

l as in land

m as in man

A few are different: zh as in measure

Th as in then

The vowels have many different sounds. You must read the markings on them very carefully.

VOWEL CHART

| | | | |
|--------------|-----------------|--------------|---------------|
| a as in am | e as in wet | i as in hid | o as in not |
| ā as in late | ē as in we | ī as in hide | ō as in old |
| ă as in barn | ēr as in term | | ō as in horse |
| u as in us | ə—a as in above | oi as in oil | |
| ū as in use | e as in taken | ou as in out | |
| ü as in rule | i as in pencil | | |
| û as in full | o as in lemon | | |
| | u as in circus | | |

Look at this respelling pronunciation.

grobe (grōp) o as in open
g as in give r as in rope p as in pie

Fill in the blanks in these respelling pronunciations. Look at the vowel chart above to help you.

1. kingfisher (king fish'ər) r as in
- k as in i as in
- f as in
2. emphasize (em'fə sīz) i as in
- e as in a as in
3. lunge (lunj) g as in
- l as in u as in

Match the respellings on the left with the words on the right. The first one has been done for you.

- 1 (doj)
- 2 (rēth)
- 3 (ot)
- 4 (fez ənt)
- 5 (bāl)
- 6 (skān)
- aught
- 1 dodge
- pheasant
- skein
- bale
- wreath



Every story has a setting. The setting tells you where and when the story takes place. Usually you are told the setting near the beginning of the story. Sometimes in a long story, such as a book, you may find that the setting changes many times. Read the paragraph below to find out about its setting.

Down in a narrow crooked street among other poor houses, stood a very high and narrow one, built of lath and plaster; it was very tumble-down and shaky. Here lived poor people, but the attic looked the poorest of all. Outside the window in the sunshine hung a battered bird cage.

Hans Christian Andersen

1. Where does this story take place?

.....

2. What kind of day is it? Which sentence tells you?

.....

3. Describe the high, narrow house.

.....

4. What kind of story do you think might take place in this setting?

.....

In this selection, a horse is telling about his early home. On a separate piece of paper, answer the questions below the paragraph.

The first place that I can well remember was a pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water lilies grew at the deep end. Over the hedge on one side we looked into a plowed field, and on the other we looked over a gate at our master's house, which stood by the roadside. At the top of the meadow was a grove of fir trees, and at the bottom a running brook, overhung by a steep bank.

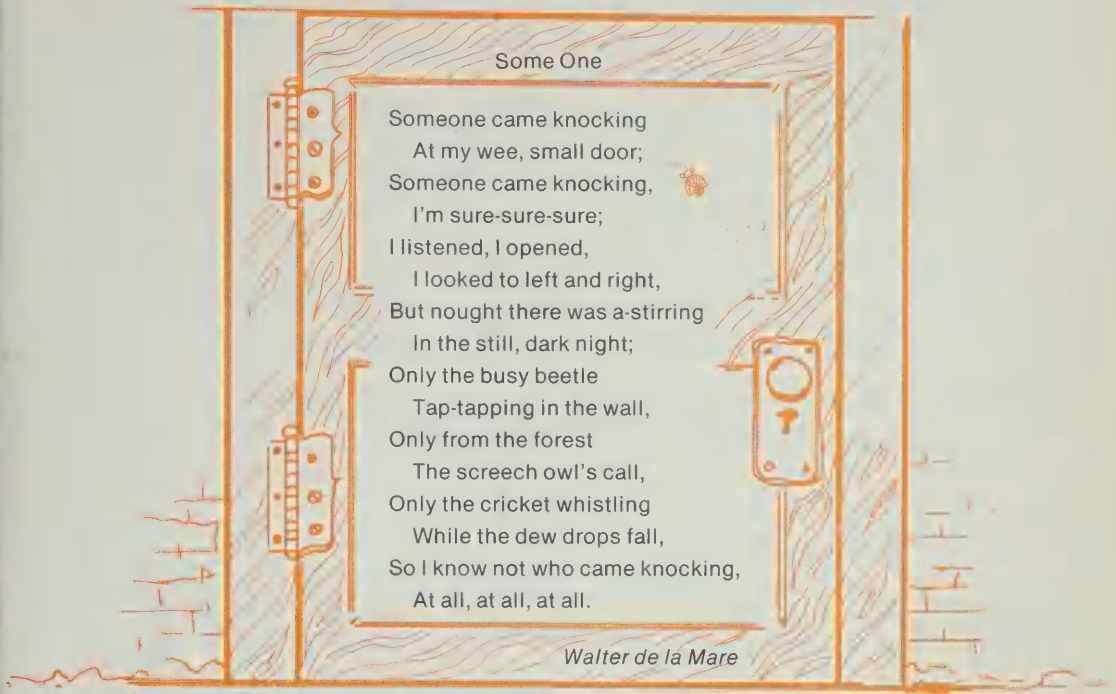
Anna Sewell

1. Where does this story take place?

2. What time of year is it in this selection? How do you know?

3. Do you agree with the horse that his home was "pleasant"? Why or why not?

Many poems also have settings described in them. As you read this poem try to picture the setting in your mind.



1. At what time of day is this poem taking place? Which line in the poem tells you?
.....
.....
2. Is the setting the city or the country? How do you know?
.....
.....
3. This setting is full of sounds. What sounds does the poet tell about?
.....
.....
4. What one word would you use to describe the setting of this poem?
5. What kinds of things might happen in a setting like the one described in the poem?
.....
.....

WORDS WITH MANY MEANINGS

Many words have more than one meaning. For example, if you looked up the word “correct” in the dictionary you would find:

- correct**
1. free from mistakes; right

2. agreeing with good standards of taste; proper

3. mark the mistakes in

4. punish; find fault with to improve

| | |
|---------------|------------|
| Spelling Test | ★ Mary-Ann |
| vanish ✓ | sensible ✓ |
| squeak ✓ | humble ✓ |
| | |
| | |

Read this sentence.

After the spelling test, the teacher had to correct our papers.

What does the word “correct” mean in this sentence? In order to decide, you must read all the meanings above. Only one of them makes sense in this sentence—“The teacher marked the mistakes in the spelling tests.”

What does the word “correct” mean in the following sentences?

1. Sometimes my mother corrects my manners at the dinner table.
-

2. All of my math answers were correct.
-

3. That is the correct way to introduce two people.
-

Read the following word meanings and sentences. What does the underlined word mean in each sentence? Write the correct meaning beside the sentence.

- loll**
1. recline or lean in a lazy manner

2. hang out loosely or droop

The tired dog’s tongue lolled out of the side of his mouth.

Many people like to loll about the beach on a hot day.

stun 1. knock unconscious 2. shock, bewilder

Elmer was stunned for a moment when a branch fell on his head.
.....

Mrs. Brown was stunned when she was told that she had won a million dollars.
.....

produce 1. make 2. show, present 3. what is produced; the yield
4. fruit and vegetables 5. bring about; cause

The farmer took his produce to the market.

Who is going to produce the play this year?

General Motors is a company which produces cars.

Her answer produced a lot of excitement in the class.

triangle 1. a figure having three sides and three angles 2. a musical instrument
made of a triangle of steel 3. something shaped like a triangle

Corry plays the triangle in the band.

The cat's face was shaped like a triangle.

original 1. belonging to the beginning; first 2. new; fresh 3. not copied from some-
thing else 4. an unusual person

Tom Sawyer is a real original.

Laura always has such original ideas!

That painting is not an original.

cement 1. a substance made by burning clay and limestone 2. fasten together with
cement 3. any soft substance that hardens and holds things together

The workman cemented the broken pieces of pottery together.

A truck came to deliver cement to the building site.

stern 1. severe; strict 2. hard; firm 3. the back end of a ship

That statue has a very stern face.

During the storm, the stern hit a rock.

SUSPENSE!!

An author has created suspense in a story when he or she has you sitting on the edge of your chair as you read, saying to yourself, "Oh, I wonder what will happen next!!!"

While reading a suspenseful sentence or story you often have many questions in your mind. For example, if you read this sentence: "Jack suddenly heard a rustling noise behind him in the dark lonely woods," you might ask yourself these questions:

Why was Jack in the woods?
What was making the rustling noise?
What will Jack do now?

Read this story selection.

One day Ali Baba went to the forest, and had nearly finished cutting as much wood as his three donkeys could carry, when he saw a thick cloud of dust rising high in the air. It seemed to be coming toward him. He looked at it carefully and saw a great company of men on horseback, riding rapidly into the woods.

Fearing that they might be robbers, he left his donkeys and quickly climbed up into a large tree with thick leafy branches. Here he could see everything that passed without being seen.

The robbers rode up to this very tree, and there dismounted. Ali Baba counted forty of them. Each horseman took the bridle off his horse and tied it to a tree. Then they took their traveling bags, which were so heavy that Ali Baba thought they must be filled with gold and silver.

The captain of the thieves, with a bag on his shoulder, came close to a rock at the roots of the tree in which Ali Baba had hidden himself. Then he called out, "Open, Sesame!" Instantly a door in the rock opened, and the captain and all his men passed in.

from *The Arabian Nights*

What three questions could you ask about the story of Ali Baba?

.....

.....

.....

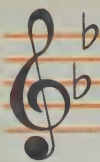


Just then Becky said, "Look—there's a cave—or it looks like one."
"Where?" asked Judy, peering up the side of the mountain.
"There," said Becky, waving her hand toward the thickest undergrowth. "It's almost hidden by the bushes and all these trees. Let's go look in it."
"We'll just look," said the more timid Judy. "I hate caves."
"It's probably just a little one. There's a hundred of 'em all through the mountain."
They had moved through the bushes and were now back of the crabapple thicket. The cave was hardly noticeable, even then, for the weeds and shrubs grew close around its mouth. But when they had pushed those aside, they made out a good-sized opening through which two or three people could have entered easily at the same time.
The twins peered in, their eyes slowly growing used to the dim light. At first they did not realize what was strange about the cave, but then they saw that the walls were worn smooth and it was very dry and clean. They stepped just inside, looking carefully at the walls and floor. Suddenly Becky grabbed Judy's arm and muttered, "There's a man in here!"

Christine Noble and Emmy West

- 1. Do you think the story above is suspenseful? Why or why not?
- 2. What do you think will happen next in this story?
- 3. Which story do you think is more suspenseful, the one about Ali Baba or the one about the two girls in the cave? Give reasons for your answer.

- Choose one of the sentences below and write a suspenseful story about it.
- 1. Suddenly Martha saw the little boy fall out of the boat into the ocean.
 - 2. As the boys passed by the dark house, they saw a faint light flashing at a cellar window.
 - 3. John saw a tall man sneak into the back door of the bank building.



Does Everything Belong?



On these pages you will be reading about how some of the instruments in an orchestra work. The instruments are divided into five families: wood-wind, stringed, brass, percussion, and keyboard.

Read this description of how a keyboard instrument, the piano, works.

There are strings and hammers inside a piano. The strings are of different lengths and sizes. There are short, thin strings for high sounds and long, thick strings for low sounds. Many children take piano lessons.

When you press down on a piano key, levers make a small hammer hit a string. The string vibrates. The vibrating string makes the sounding board vibrate. And the vibrating strings and the sounding board make the musical sound.

When a person is writing about a certain topic, he or she must be sure that every sentence in the description is on that topic. As you read the description above about the piano, did you notice one sentence that did not really belong? If not, read the description again. Which sentence does not belong?

.....

Read the following paragraphs carefully. Each one contains one sentence that does not belong. Write that sentence on the line below the description.



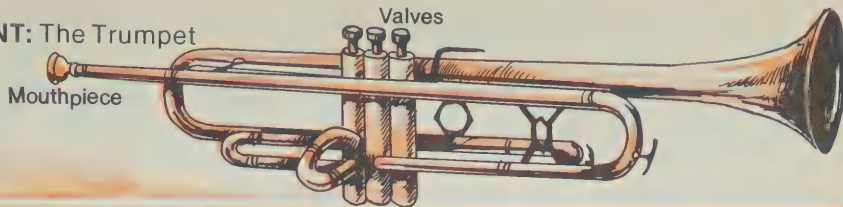
STRINGED INSTRUMENT: The Violin

A violin is a stringed instrument. The *strings* vibrate when you slide a bow across them. The strings make the main part, or *body*, of the violin vibrate. The vibrating strings and the body make the musical sound. The violin has a *bridge* that holds the strings up and lets them vibrate freely.

You can make the sounds high or low in two ways. You can press down on a string with your finger and shorten the part of the string that vibrates. The shorter the string, the higher the sound. The longer the string, the lower the sound. Or you can tighten or loosen the strings by turning the *pegs*. A tight string vibrates faster and makes a higher sound. There are many violins in an orchestra. A loose string vibrates slower and makes a lower sound.

.....

BRASS INSTRUMENT: The Trumpet



A trumpet is a brass instrument. You make your lips vibrate into the cup-shaped *mouthpiece* when you play a trumpet. Your vibrating lips make the air vibrate in the long coiled tube. When your breath pushes the vibrating air through the tube and out the end of the horn, you hear a sound.

To make a high sound, you tighten your lips across the mouthpiece and blow. To make a low sound, you loosen your lips. The French horn is also a brass instrument.

By pushing the three buttons, or *valves*, on the trumpet in various ways, you can play all the notes of the scale. You can also play many notes without pushing down the valves.

PERCUSSION INSTRUMENTS: Drums



A percussion instrument is one that is hit with a stick or a small hammer. Drums are percussion instruments. Some sets of drums are very expensive.

A drum has a piece of calfskin or parchment stretched across one or both ends. This part is called the *head*. When you hit the head, it vibrates. This makes the air around the head vibrate. The vibrating air makes the sound. Big drums make low sounds. Small drums make high sounds. You can't play a tune with most drums. Drums are used to beat out rhythm. If the rhythm is fast, you beat the drum fast. If the rhythm is slow, you beat the drum slowly.

Answer the questions below. Can you recall these details without rereading the paragraphs?

1. What is the head of a drum made of?
2. How is the musical sound made when playing a violin?
3. How do you make high or low sounds when playing the trumpet?

USING TIME WORDS



When you are reading, it is important to notice the time words an author uses. These time words tell you in which order events in a story take place.

Read these sentences.

Mick walked down the street. She noticed the beautiful flower garden.

1. Can you tell if the two events took place at the same time or one after another?

Now read this sentence.

After Mick had walked down the street, she noticed the beautiful flower garden.

2. Did the two events take place at the same time or one after another?
3. What time word tells you when the event took place?
4. Which event in the sentence took place first?

Read this sentence.

While Mick was walking down the street, she noticed the beautiful flower garden.

1. Did the events take place at the same time or one after another?
2. What time word was used?

Read the following sentences. If the events in the sentence took place at the same time, write "same" in the blank. If the events took place at different times, write "different" in the blank. Underline the event which took place first. Then put a circle around the time words in the sentences.

- 1. The children watched while the magician did his tricks.
- 2. Before Joe went home, he wiped off the blackboard.
- 3. Kathy walked to the front of the house. Then she began to cut the grass.
- 4. As we were going to the park, it began to rain.

Write two sentences of your own using time words. Ask a partner to circle the time words in your sentences.

.....
.....

What Is COLOR?

What is Orange?

Orange is a tiger lily,
A carrot,
A feather from
A parrot,
A flame,
The wildest color
You can name.
Orange is a happy day
Saying good-by
In a sunset that
Shocks the sky.
Orange is brave
Orange is bold
It's bittersweet
And marigold.
Orange is zip

Orange is dash
The brightest stripe
In a Roman sash.
Orange is an orange
Also a mango
Orange is music
Of the tango.
Orange is the fur
Of the fiery fox,
The brightest crayon
In the box.
And in the fall
When the leaves are turning
Orange is the smell
Of a bonfire burning . . .

Mary O'Neill

1. In her poem "What is Orange?" Mary O'Neill talks about all the things that she imagines when she thinks about the color orange. Name six things she talks about. . . .

.....

.....

2. Name some things that Mary O'Neill has not mentioned that come into your mind when you think of the color orange.

.....

3. The author also talks about feelings. What feelings does she think are "orange feelings"?

.....

4. On a separate piece of paper write a poem about the things and feelings you imagine when you think about a certain color. You could title your poem "What is. ?"

ORDERING FROM THE *Catalogue*

Many people have problems filling out forms. But often this is because they start to write before they have read the form carefully. Before filling out a form of any kind, you should read the whole form over carefully to see what information is being asked for.

On the opposite page is an order form for a catalogue store. Imagine that you want to order several articles from Bimbo Catalogue Stores. The items below are found on page 49 of the catalogue. Which two articles do you want to order?

| | |
|---|--|
| Running Shoes Blue suede with white diagonal stripes. Padded ankle. 61-J3256 full and half sizes 3½ to 7 pair...10.49 | Western Guitar Kit For the beginner. Length 36 inches. Includes bag, pick, instruction book, and cord. RTL-76839 each 25.95 |
| Wool Sweater Cozy wool sweater in smart styling. Machine washable. Colors—68 brown, 46 dark blue, 42 red, 79 black. L-67493 sizes S,M,L. each 7.95 | Portable Radio Six-transistor. Pocket size. Black plastic case. X42-7195 each 9.99 |

1. Now that you have decided what to order, look at the order form. At the top of the form you will find the name and address of the store. Write down the address the way you would write it on the front of the envelope in which you send your order.

.....

.....

.....

2. Will you print or write on the order form?

3. Read the first section of the order form. In this section you give information about yourself so that the store can send the order to your home.

On which line of this section will you write your name?

your telephone number? your city?

4. Fill in this form carefully. Write in pencil so that you can erase any errors.

5. Next look at the section of the form where you will tell which items you wish to order.

- a. How many main columns is this part of the form divided into?
- b. In which column will you write the color of the article?

- c. Where will you write how much the item costs?
- d. In which column does the catalogue number belong?
6. You will not need to fill in every column for each article. For example, the running shoes come in only one color, so you will not need to fill in the color section. The catalogue number of the articles is the long group of numbers and letters listed with each article. The catalogue number of the running shoes is 61-J3256. What is the catalogue number of the guitar kit?
7. Now on the form fill in the information about the two articles you want to order. Do one article at a time. Work across the form filling in the columns carefully.
8. When you have finished, you are ready to do the last section—the section in which you figure out how much money you must send for the articles. Add up the amounts in the right-hand column and put the total on the line marked Order Total.
- Do you have provincial tax in your province? If so, put the amount of tax that you would pay on your order on the next line.
- Read the directions on the next line and do as they say.
- Now add up all the amounts in this section for a Total Amount. This is the amount you will send to the store to pay for your order.
9. The last step is to read over the order form to make sure that you have filled in all the information.

| | | | | | | | | | |
|---|----------|------------|-----------|------------|---|------|---------------|-------|--|
| BIMBO CATALOGUE STORES ORDER FORM 56 JOHN ST., MONO, B.C. X1Y 2Z3 | | | | | | | | | |
| PLEASE PRINT ALL INFORMATION | | | | | | | | | |
| <input type="checkbox"/> MR. <input type="checkbox"/> MS. | | FIRST NAME | | | INITIAL | | FAMILY NAME | | |
| <input type="checkbox"/> MRS. <input type="checkbox"/> MISS | | | | | | | | | |
| STREET NO. AND NAME | | | | | | | APT. NO. | | |
| CITY/TOWN | | | | | POSTAL CODE | | PROV. | | |
| TELEPHONE NO. | | | | | | | | | |
| CATALOGUE NO. | HOW MANY | ITEM NAME | COLOR NO. | COLOR NAME | PAGE NO. | SIZE | PRICE OF EACH | TOTAL | |
| | | | | | | | | | |
| | | | | | | | | | |
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| | | | | | | | | | |
| | | | | | ORDER TOTAL | | | | |
| | | | | | PROVINCIAL TAX | | | | |
| | | | | | ON ORDERS OF LESS THAN \$10 ADD 50¢ SERVICE CHARGE | | | | |
| | | | | | TOTAL AMOUNT | | | | |

What Is A Paragraph Made Of?

Every paragraph contains one main idea. The rest of the paragraph is made up of details which give information about the main idea.

Below is a description of a house in Mexico City where a boy named Juan lives. The main idea of the paragraph below is: *The outside appearance of Juan's house*. As you read the paragraph, try to pick out the details which give information about the main idea.

Juan's house was built only a few years ago. With its white stucco walls and red-tiled roof it looks like a California house, except that it is built very close to the street. The front door and the windows in the front hall, which are decorated with iron grill-work, open on the sidewalk. Behind the house is the quiet hidden garden that all Mexicans love.

Did you find these details? Notice that the details are phrases, not complete sentences.

House quite new

Front door and windows open on sidewalk

Built very close to street

Garden behind house

White stucco walls and red-tiled roof

These details are not in the order in which they are found in the paragraph. Put the details in the correct order.

.....

.....

.....

.....

Read this paragraph.

Juan's mother grows roses and calla lilies and geraniums in her garden. A great bougainvillea vine splashes its purplish-red festoons over the high fence that surrounds the yard.

Main Idea—The garden

- Details—Bougainvillea vine on fence
- Juan's mother grows garden.
- Roses, calla lilies, and geraniums
in garden

Put the details for the paragraph in the correct order.

After you have read each of the following paragraphs, write down the main idea and put the details into the correct order.

The living room in the house is almost as cheery as the garden. It has comfortable upholstered chairs and some other chairs with brightly painted wooden backs and woven rush seats. In one corner is a television set. In another is a chest of carved dark wood brought from Spain many years ago by one of Juan's ancestors.

Main Idea—

Details—Television set in corner

- Other chairs with wooden backs
and rush seats
- Cheery living room
- Wooden chest from Spain
- Comfortable upholstered chairs.

The kitchen is a bright room too, with colorful pottery hanging on the walls, a gleaming white sink and a gleaming white gas stove.

Main Idea—

Details—White sink

- Pottery on walls
- Bright Kitchen
- White gas stove

When you have read this paragraph, write the main idea and the details on the lines below.

All the floors are paved with red tile. They make the house seem cool even during the hottest part of the day.

Sam and Beryl Epstein

Main Idea—

Details—

USING A DIAGRAM

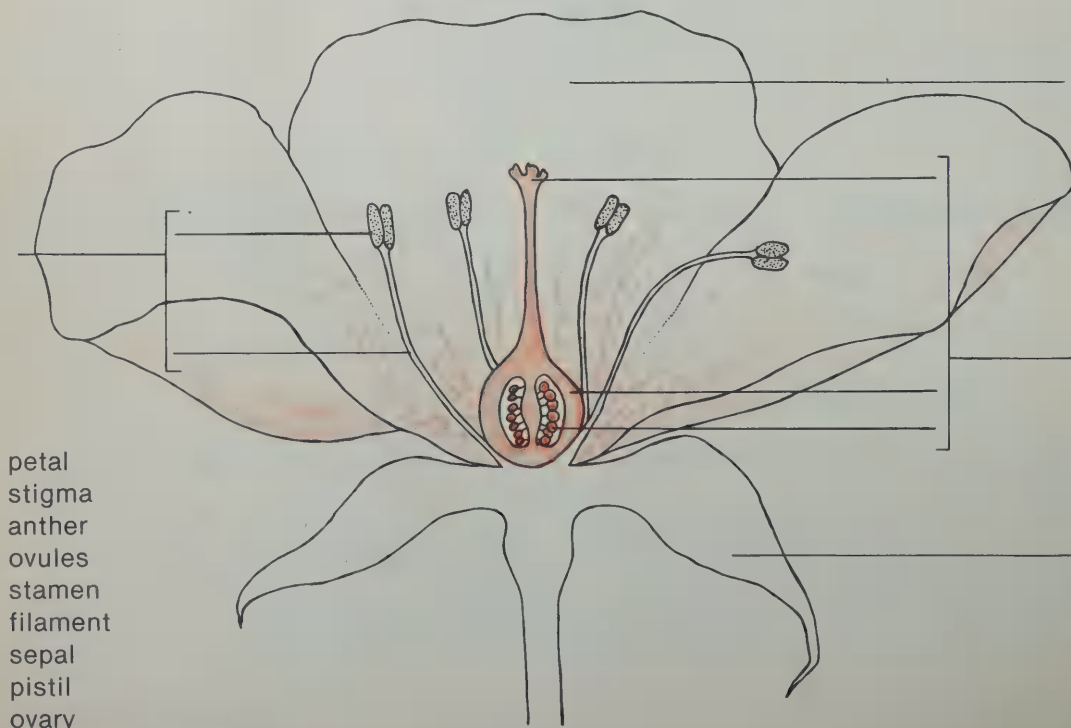
You will often find that articles in encyclopedias and other books have diagrams beside them. Use these diagrams to help you understand the ideas written about in the article.

Have you ever looked carefully at the inside parts of a flower? Although many kinds of flowers look very different from one another, they all have the same basic parts. Read this article about the parts of a flower.

A simple flower has four main parts. The *petals* are the bright-colored parts of the flower. The petals of a buttercup are yellow. A tulip's petals may be red, pink, yellow, white, or purple. At the base of the petals near the stem of the flower are the *sepals*. The sepals are like small leaves. When the flower is still a bud the sepals surround the other flower parts and protect them. In the center of the flower is the *pistil*. The top of the pistil is called the *stigma* and the thick bottom part is the *ovary*. Inside the ovary are *ovules* which become seeds when they are fertilized. Around the pistil are *stamens*. The top of the stamen is the *anther*. The *filament* holds up the anther. On the anther are pollen grains. When you smell a flower, you sometimes find some yellow dust on the end of your nose. This dust is pollen.

Below is a diagram of a flower with the parts labeled. Put the name of each part of the flower in the correct blank on the diagram. Use the article to help you.

THE PARTS OF A FLOWER



IN THE EYES of an Artist



KLEE, Paul.
Twittering Machine (Zwitscher-Maschine). 1922.
Watercolor, pen and ink, 16 1/4 x 12".
Collection, The Museum of Modern Art, New York.
Purchase.

This picture was done by the Swiss artist Paul Klee. It is called *Twittering Machine*. The word "twitter" means "a sound made by birds, a chirping."

1. Can you find the birds that make up the twittering machine? How many birds are there?
2. How do you think the twittering sound works?
3. Do you think that the song of the twittering machine would be as sweet as the song of real birds? Why or why not?
4. Do you like the picture *Twittering Machine*? Why or why not?

AND WHAT DOES THIS WORD MEAN?

Read this sentence.

Ramón wore a sombrero to protect his head from the hot sun.

Imagine that you do not know the meaning of the underlined word “sombrero.” Are there any words in the sentence that might give you a clue to the meaning of “sombrero”?

.....

The sentence tells you that a sombrero is worn on the head and that it protects a person from the sun.

Which of the following meanings would you choose for “sombrero”? Underline the correct meaning.

- sombrero—a buckskin shirt
- a small South American animal
- a broad-brimmed hat

Try to figure out the meaning of the underlined words in the sentences below. Choose the correct meaning for the underlined word. Then write the part of the sentence that gave you the clue to the meaning of the underlined word. The first sentence has been done for you.

1. The car was crushed by a boulder that broke off the side of the mountain.
boulder—a table with heavy wooden legs
a large rock
a mountain lion

car was crushed, broke off the mountain

2. When we sat on the porch we could hear the katyids in the fields.
katyid—a choir of seven people
a small kangaroo
an insect that makes a shrill noise
-

3. In a cage in the pet store window sat a parakeet with brightly colored feathers.
parakeet—a type of small parrot
a monkey
a valuable metal
-

4. Marcie was downcast when she was not invited to Jane's pyjama party.
downcast—happy
frightened
sad

.....

5. The burglar crept stealthily into the dark house.
stealthily—done in a secret way
done noisily
done without worrying about the weather

.....

6. The kingfisher dived from the fence post into the still pond.
kingfisher—a fresh-water fish
a type of robot
a brightly colored bird that eats fish

.....

7. As we watched, the locomotive started to pull the long train out of the station.
locomotive—a railway engine
an old-fashioned car
a team of horses

.....

8. Everyone sang along as the orchestra played a familiar tune.
familiar—confusing
well-known
delicate

.....

9. When our dog met a porcupine he came home with several sharp quills in his nose.
porcupine—a large, graceful water bird
a meat-eating rat
an animal covered with spines or quills

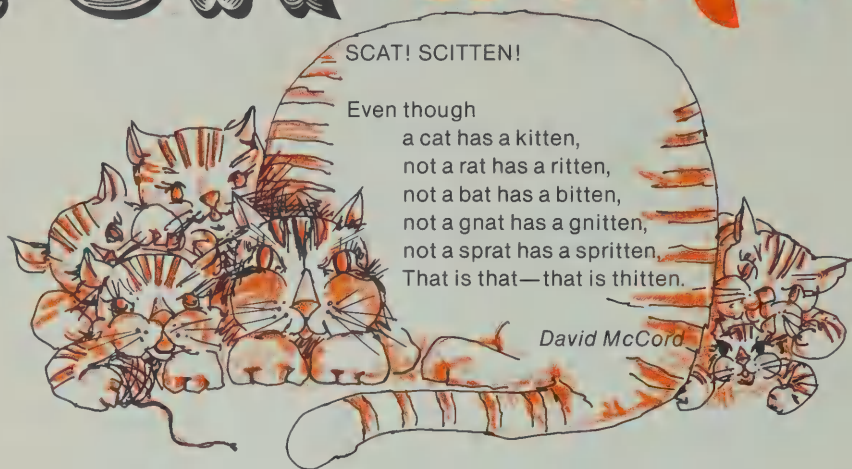
.....

10. That man was put into prison for stealing a car.
prison—a bakery
a place where wrong-doers are kept
a factory where cars are made

.....

FUN

WORDS



SCAT! SCITTEN!

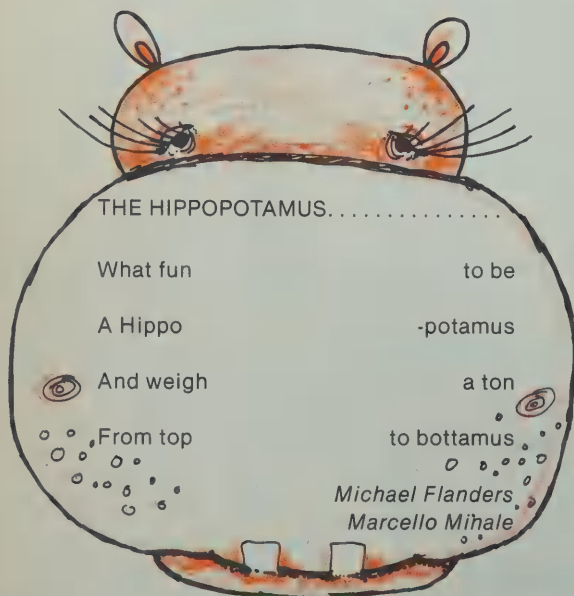
Even though
a cat has a kitten,
not a rat has a ritten,
not a bat has a bitten,
not a gnat has a gnitten,
not a sprat has a spritten,
That is that—that is thitten.

David McCord

In this poem, the author says that a cat has a kitten, but a rat does not have a ritten.

How has he made up the word “ritten”?

What might he call a baby zebra? a baby leopard? a baby frog?



THE HIPPOPOTAMUS.

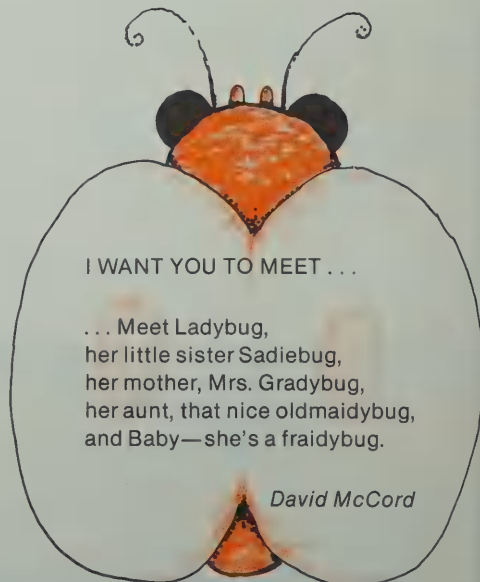
What fun to be

A Hippo -potamus

And weigh a ton

From top to bottamus

Michael Flanders
Marcello Mihale



I WANT YOU TO MEET ...

... Meet Ladybug,
her little sister Sadiebug,
her mother, Mrs. Gradybug,
her aunt, that nice oldmaidybug,
and Baby—she's a fraidybug.

David McCord

In the poem “The Hippopotamus” why did the author make up the word “bottamus”?

Why didn't he just write the word “bottom”?

1. Sometimes an author invents words when writing poems or stories. In each of the humorous poems on the opposite page there are made-up words. Read each poem carefully and list below the words which the author invented. Then write the word or phrase which you think these invented words might mean in our everyday language.

| I WANT YOU TO MEET ... | THE HIPPOPOTAMUS | SCAT! SCITTEN! |
|------------------------|------------------|----------------|
| | | |
| | | |
| | | |
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| | | |
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| | | |
| | | |
| | | |

The baby animal in this picture is a cross between a zebra and a donkey. Make up a name to call this kind of animal. On a separate piece of paper, write a poem about it. Will you use any other made-up words in your poem?

CP wirephoto



Where Did You Read The Answer?

THE SOUP STONE

One day a soldier was walking home from the wars and came to a village. The wind was cold; the sky was gray; and the soldier was hungry. He stopped at a house on the edge of the village and asked for something to eat. "We have nothing for ourselves," the people said, so the soldier went on.

He stopped at the next house and asked for something to eat. "We have nothing ourselves," the people said.

"Have you got a big pot?" said the soldier. Yes, they had a big iron pot.

"Have you got water?" he asked. Yes, they had plenty of water.

"Fill the pot with water and put it on the fire," said the soldier, "for I have a soup stone with me."

"A soup stone?" they said. "What is that?"

"It is a stone that makes soup," the soldier said. And they all gathered round to see this wonder.

The woman of the house filled the big pot with water and hung it over the fire. The soldier took a stone from his pocket (it looked like any stone a man might pick up in a road) and tossed it into the pot.

"Now let it boil," he said. So they all sat down to wait for the pot to boil.

"Could you spare a bit of salt for it?" said the soldier.

"Of course," said the woman, and pulled out the salt box. The soldier took a fistful and threw it in, for it was a big pot. Then they all sat back to wait.

"A few carrots would taste good in it," said the soldier, longingly.

"Oh, we have a few carrots," said the woman, and pulled them out from under a bench where the soldier had been eyeing them. So they threw in the carrots. And while the carrots boiled, the soldier told them stories of his adventures.

"A few potatoes would be good, wouldn't they?" said the soldier, "They'd thicken the soup a bit."

"We have a few potatoes," said the oldest girl,

"I'll get them!" So they put the potatoes in the pot and waited for the soup to boil.

"An onion does give a good flavor," said the soldier.

"Run next door and ask the neighbor for an onion," said the farmer to the smallest son. The child ran out of the house and came back with three onions. So they put the onions in. While they waited they were cracking jokes and telling tales.

"—and I haven't tasted cabbage since I left my mother's house," the soldier was saying.

"Run out in the garden and pull a cabbage," said the mother. And a small girl ran out and came back with a cabbage. And they put that in.

"It won't be long now," said the soldier.

"Just a little longer," said the woman, stirring the pot with a long ladle.

Just then the oldest son came in. He had been hunting and brought home two rabbits.

"Just what we need for the finishing touch!" cried the soldier, and it was only a matter of minutes before the rabbits were cut up and thrown into the pot.

"Ha!" said the hungry hunter. "The smell of a fine soup."

"The traveler has brought a soup stone," said the farmer to his son, "and he is making soup with it in the pot."

At last the soup was ready, and it was good. There was enough for all: the soldier and the farmer and his wife, the oldest girl and the oldest son, the little girl, and the little son.

"It's a wonderful soup," said the farmer.

"It's a wonderful stone," said the wife.

"It is," said the soldier, "and it will make soup forever if you follow the recipe we used today."

So they finished the soup. And when the soldier said good-by, he gave the woman the stone to pay back the kindness. She protested politely.

"It is nothing," the soldier said and went on his way without the stone. Luckily he found another just before he came to the next village.

Maria Leach



Read the story of "The Soup Stone." Then look at the statements below. Each of these statements about the story is either true or false. Decide whether or not each statement is true, then write TRUE or FALSE on the line after the statement. Next write down the sentence in the story which gave you the answer. The first one has been done for you.

1. The soldier was coming back from the wars... TRUE One day a soldier was walking home from the wars and came to a village.
2. The soldier arrived at the village on a warm, sunny day.....
3. The people in the village had plenty to eat.....
4. The soldier said that he had a stone that made soup.....
5. First they filled a big pot with milk and hung it over the fire.....
6. They had no carrots to put into the soup.....
7. The oldest son brought home two rabbits.....
8. The people ate the soup the soldier made.....
9. Do you think that the soup stone was really magic? Why or why not?.....

Words And Their Meanings

Sometimes the way a word is used can give you a clue to its meaning. Read this sentence:

The sorcerer cast a spell and turned the boy into a frog.

1. Do you know what a sorcerer is? What does the sentence tell you about sorcerers?

.....

2. Which one of the following definitions would you match with the word “sorcerer”? Underline this definition.

- sorcerer:** a person who studies animals
- a man who does magic
- an evil person

3. Why did you not choose the other two definitions?

.....

Look at the following sentences. Use the sentences to try to figure out the meaning of the underlined word. Then read the definitions. Underline the definition which goes with the underlined word in the sentence.

1. Divers often go to the ocean floor to get the valuable cargo out of ships that sank long ago.

- cargo:** a type of parrot
- a load carried by a ship or plane
- a signal used at the beginning of a race

2. Before they went into the cave, the explorers checked if their lantern was full of kerosene.

- kerosene:** bad air often found in caves
- a food eaten by bats
- an oil used in lamps and stoves

3. Many years ago apples were stored in kegs so that they would last through the winter.

- keg:** to push another person with your foot
- a tree house
- a small barrel

4. Our parents will not let us go out in the canoe unless the water is calm.

- calm:** quiet, still
- wild, windy
- a light blue color

5. The forest rangers planted seedlings in an area where fire had burned down all the trees.

seedling: a giant oak tree

the needles of a spruce

a very young plant

6. The cat's favorite hideaway is behind the old wood stove.

hideaway: a place where one can hide oneself or things

a place to store firewood

a car which one uses to escape

7. Before she went to sleep at night, Anne would try to count all the flowers painted on the canopy.

canopy: a small tent

a covering fixed over a bed or throne

a plant with bright green leaves

8. Don't ignore me when I'm talking to you!

ignore: listen carefully

put hair up in curlers

pay no attention to

9. Everyone on the ranch was afraid to ride Midnight, the wild stallion.

stallion: a male horse

a type of pony

a wooden rocking horse

10. After Papa put the yoke on the oxen, he went out to plow the fields.

yoke: a funny story

a warm blanket

a wooden frame used to fasten two animals together

11. After supper we each had some pandowdy with ice cream.

pandowdy: a deep apple pie

a special roast of beef

a cooking dish

12. The policeman walked warily over to the snarling dog.

warily: laughing

cautiously, with care

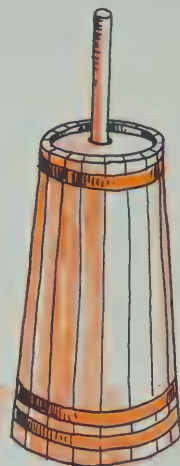
afternoon

HOW DOES IT WORK?

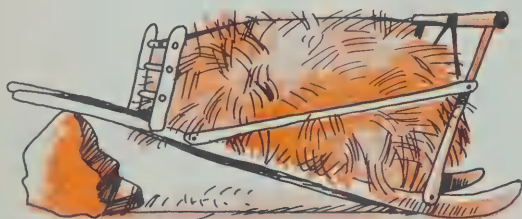
Below are pictures of tools, kitchen gadgets, and other things used by people in pioneer times. What do you think each object was used for? Match each picture with one of the descriptions on these pages. Write the name of each object on the line below it.



.....



.....



.....



.....



.....

When it gets too cold outside to keep yourself clean by swimming in the creek or lake, that's the time to get me out. Every Saturday night, at bath time, bring me into the nice warm kitchen. Before you can take your bath however, you must heat up lots of water on the wood stove. Pour the hot water into me, get out the soap and towels, and hop in! Although I have a strange shape, I am quite comfortable and sturdy. Just lean up against my high back and lie there in that lovely hot water.

I am called a *hip bath*.

Long ago everyone had a well on his property which provided the family with water. These wells were usually dug very deep into the earth so that there would be water even in a very dry season. The well was often open at the top and a bucket attached to a rope was used to carry water up. But sometimes the rope broke and the bucket fell down into the well. That's when I was useful! I was tied to a rope and dropped into the well. My hooks would then catch onto any fallen object in the well and this object could then be pulled out.

I am called a *well-hook*.

When I was first invented, people thought that I was an amazing gadget. Using me, they could sit while they worked. I can quarter dozens of apples every minute depending on how quickly you feed them to me. But be careful not to get your hands too near my sharp blades! You must also remember to put a pan or bucket below me to catch the cut pieces of apple. I make work around the kitchen much quicker and easier.

I am called an *apple-quarterer*.



Every farmer had several like me, for I was one of the most useful tools on an early farm. I could carry a heavy load of hay, rocks, barrels, and other things and still be pulled quite easily by one person. Horses and oxen were also used to pull me when my load got very heavy. You might wonder why the farmer didn't put wheels on me, but wheels would get stuck in the mud and on the rocks. I would just slide over mud, rocks, ice, and rough ground. It was also much easier to load me because I was closer to the ground than a vehicle with wheels.

I am called a *tumbrel sledge*.

Sweet yellow butter coming up—all you can eat! First you must open my top and pour in the cream. Then put the top back on tightly and use a little elbow grease on the plunger. That's right, push then pull—up and down, up and down, up and down. When the plunger gets harder to move, you know that you have changed that cream to butter. Every pioneer home had me around.

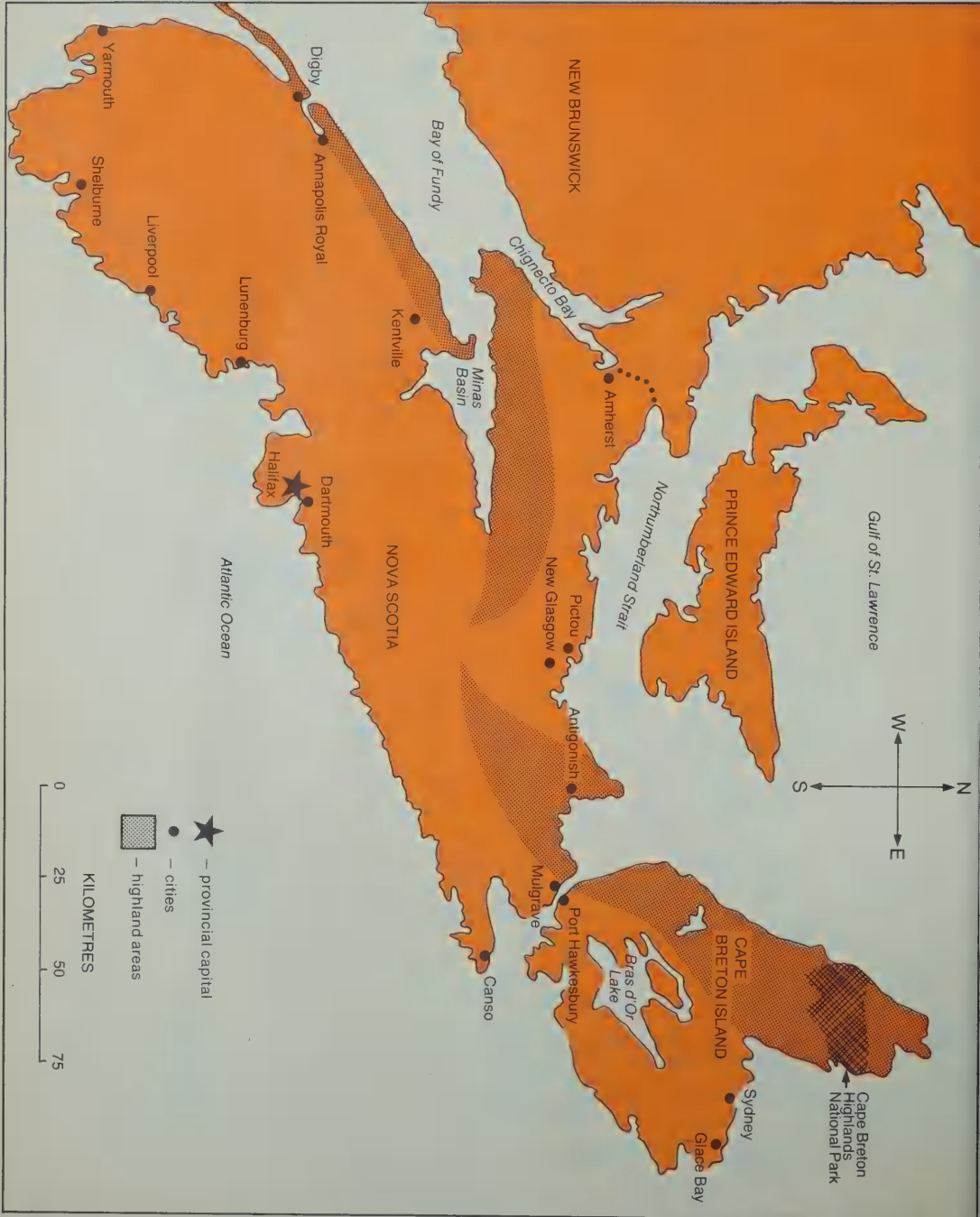
I am called a *butter churn*.



What do you think these two objects were used for? Choose one of them and tell how it works.....
.....
.....

LOOKING AT A MAP

This is a map of the province of Nova Scotia. In what part of Canada is this province located?



On this map are several things which help you read the information. The compass shows the four directions: north, south, east, and west. The scale of kilometres helps you figure out how far one place on the map is from another place. The color key tells you what the colors on the map mean. Use these aids as you answer the questions.

- 1. The province of Nova Scotia is made up of two parts. What are these two parts?
.....
- 2. Which city is the capital of the province of Nova Scotia?
- 3. Which two provinces are located near Nova Scotia?
- 4. How would you travel to each of these provinces from Nova Scotia?
- 5. Describe where the highland areas are located in Nova Scotia.....
- 6. Where are most of the cities located?
- 7. Why do you think the cities grew up where they did?
- 8. In what direction would you fly from Halifax to Amherst?
- 9. In what direction would you fly from Liverpool to Yarmouth?
- 10. About how far is it between Sydney and Picton?
- 11. On the map draw the route you would take if you were traveling by ship from Glace Bay to Digby.....
- 12. Describe the location of Cape Breton Highlands National Park.....
- 13. Mark the route you would take if you were traveling by ship from Halifax to Cape Breton Highlands National Park. About how far would you be traveling between these two points using your route?

USING THE TABLE OF CONTENTS

The *Table of Contents* of a book is a list of the chapter titles and the page numbers on which each chapter begins. The Table of Contents is found near the beginning of a book. Most nonfiction and some fiction books have a table of contents. Use the table of contents to help you find out what information is in a book and on what pages you will find certain facts.

This is the Table of Contents found in a book called *All About Archaeology* by Anne Terry White.

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WHAT CAN YOU LEARN FROM THE TABLE OF CONTENTS?

1. On the left side of the Table of Contents you will find the chapter numbers. How many chapters are in the book *All About Archaeology*?

2. Beside the chapter numbers are listed the chapter titles.

a) What is the fifth chapter of this book?

b) What is the last chapter?

3. On the right side of the Table of Contents you will find the page number on which each chapter begins.

a) On which page does the chapter “In the Palace of Minos” begin?

b) On which page would you find the chapter “There is No End”?

c) On which page does “The Battle of Wits” begin?

d) The chapter “A Lost Key is Found” begins on page 74 and ends on page 78. How do you know this is so?

.....

e) On which page does the chapter “Stephens Starts Something” begin? On which page does it end?

f) On which pages does the chapter “A Piece of Evidence” begin and end?

.....

4. In which chapters would you look to find the answers to the following questions?

a) Where was King Tut-ankh-Amen’s tomb found?

b) When was the city of Machu Picchu excavated?

c) How did Heinrich Schliemann discover the city of Troy?

d) What was the Minoan civilization like?

e) What was found in the tombs of the Etruscans?

Look at the Table of Contents at the beginning of one of your text books. Make up two questions about the Table of Contents. Exchange questions with a partner and answer each other’s questions.

.....

.....

Animal Stories



An author can write a story about an animal in two different ways. One kind of animal story is a *realistic story*. In a realistic story, the author tells about the way an animal really lives. He tells about the way it grows up, how it learns about the world around it, and many other things. The author also tells about the adventures that this animal might have during its life.

Another kind of animal story is called a *fantasy*. In a fantasy, animals often talk like people or do strange things such as teach school or fly an airplane. Sometimes the animals are real animals or an author may even make up animals out of his or her imagination. Some fantasies have a great deal of make-believe in them and others are more realistic.

Read the following selections taken from animal stories. The first selection is about swans and the second is about deer. As you read, think about whether the selection is a realistic story or a fantasy.

The cob watched his beautiful wife sitting there on the tiny island. To his great joy, he saw her begin to turn slowly round and around, keeping always in the same spot, treading the mud and grass. She was making the first motions of nesting. First she squatted down in the place she had chosen. Then she twisted round and around, tamping the earth with her broad webbed feet, hollowing it out to make it like a saucer. Then she reached out and pulled twigs and grasses toward her and dropped them at her sides and under her tail, shaping the nest to her body.

The cob floated close to his mate. He studied every move she made.

"Now another medium-sized stick, my love," he said. And she poked her splendid long white graceful neck as far as it would go, picked up a stick, and placed it at her side.

"Now another bit of coarse grass," said the cob, with great dignity.

The female reached for grasses, for moss, for twigs—anything that was handy. Slowly, carefully, she built up the nest until she was sitting on a big grassy mound. She worked at the task for a couple of hours, then knocked off for the day and slid into the pond again, to take a drink and have lunch.

"A fine start!" said the cob, as he gazed at the nest. "A perfect beginning! I don't know how you manage it so cleverly."

"It comes naturally," replied his wife. "There's a lot of work to it, but on the whole it is a pleasant work."

"Yes," said the cob. "And when you're done, you have something to show for your trouble—you have a swan's nest, six feet across. What other bird can say that?"

E. B. White

The fourth day after Dasher had arrived in the forest, he was browsing along the river bank about an hour away from his glade, when his attention was attracted by a sound on the other side of the river. He had never heard the noise before and it made him freeze with excitement. It was the challenging snort of a buck deer. There on the river bank across from him stood a doe and a young buck. Though he did not know it, it was the doe the children called Dawn. The buck was about the same age and size as Dasher. He stood staring at Dasher, and Dawn stood back at the edge of a grove of young saplings. Dasher did not seek the narrowest part of the river but crossed directly to join them. As he topped the bank, the young buck lowered his head and charged. Dasher was taken by surprise. He tried to jump aside but the buck's horns caught under his left leg and he was bowled over. He rolled down the bank to the edge of the river so that the buck could not follow up his advantage while Dasher was down. Being down by the river, away from his enemy, gave Dasher a moment to think. He had never been in a fight; he had never seen two animals fight; he had not been frightened or angry with the young buck; for these last few months he had just been waiting to be with his own kind. This was a strange greeting. Deep inside him, the voice of his old friends, his instincts, told him the buck was jealous of him because of Dawn and would try to drive him away, even kill him, if necessary. He would have to fight or run. These thoughts raced through his mind as he sprang to his feet and scrambled up the bank. He would not run!

John Oldrin

1. Which of these two selections is a fantasy? Give reasons for your answer.

.....

2. Which selection is a realistic story? How do you know?

.....

3. An animal is born with many instincts. Because of these instincts an animal knows many things without having to learn them. For example, birds know when to fly south and squirrels gather nuts in the fall. In each of these selections an animal knows something because of instinct. What does each animal know?

.....

.....

4. A good title gives a reader some information about what he or she is about to read. It should also catch the reader's attention. Make up titles for the two selections.

.....

5. On a separate piece of paper, make a list of the animal stories in your reader. Then divide your list into two parts—Realistic Stories and Fantasy Stories. Compare your list with a classmate's list. Are your lists the same? Discuss the similarities and differences in your lists.

Adventures in the Cave

Imagine that you are going for a walk one afternoon in the country. You are in an adventurous mood, ready for anything. Suddenly you see a cave. What will be your first thoughts? But the cave has one of these signs painted in front of it!



Which sign is in front of the cave you find? What will be your adventures as you explore the cave? Will you explore alone or will you ask a friend along? What will you take along with you when you go into the cave? Will you find out the reason for the sign in front of the cave? Use the space below to write about your "Adventures in the Cave."

.....

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BORROWED WORDS

Many of the words you use every day are borrowed from words in other languages such as Old English, French, Latin, and German. If you know the word that an English word comes from, you can often figure out the meaning of the English word.

Read this sentence.

During our holidays we went *spelunking*.

You may not know the meaning of the word “spelunking.” “Spelunking” comes from a Latin word *spelunca* which means cave.

Read the sentence again. Can you figure out the meaning of the word “spelunking” now?

If you think it means “visiting and exploring caves” you are right!

Figure out the meanings of the underlined words in the sentences below by using the foreign words from which they were borrowed. Then use the underlined word in a sentence to show that you know what it means.

1. In front of the book was the inscription, “To Amy, from Dad.”

Latin—*in* - on; *in* + *scribere* - to write

.....

2. That woman was born a century ago.

Latin—*centum* - one hundred

.....

3. As she descended the stairs, she slipped on the carpet.

Latin—*de* - down + *scandere* - to climb

.....

4. My ring dropped into a crevice in the rock.

Latin—*crepare* - to crack, creak

.....

5. Although they searched for many days, the pirates could not find the location of the buried treasure.

Latin—*locus* - place

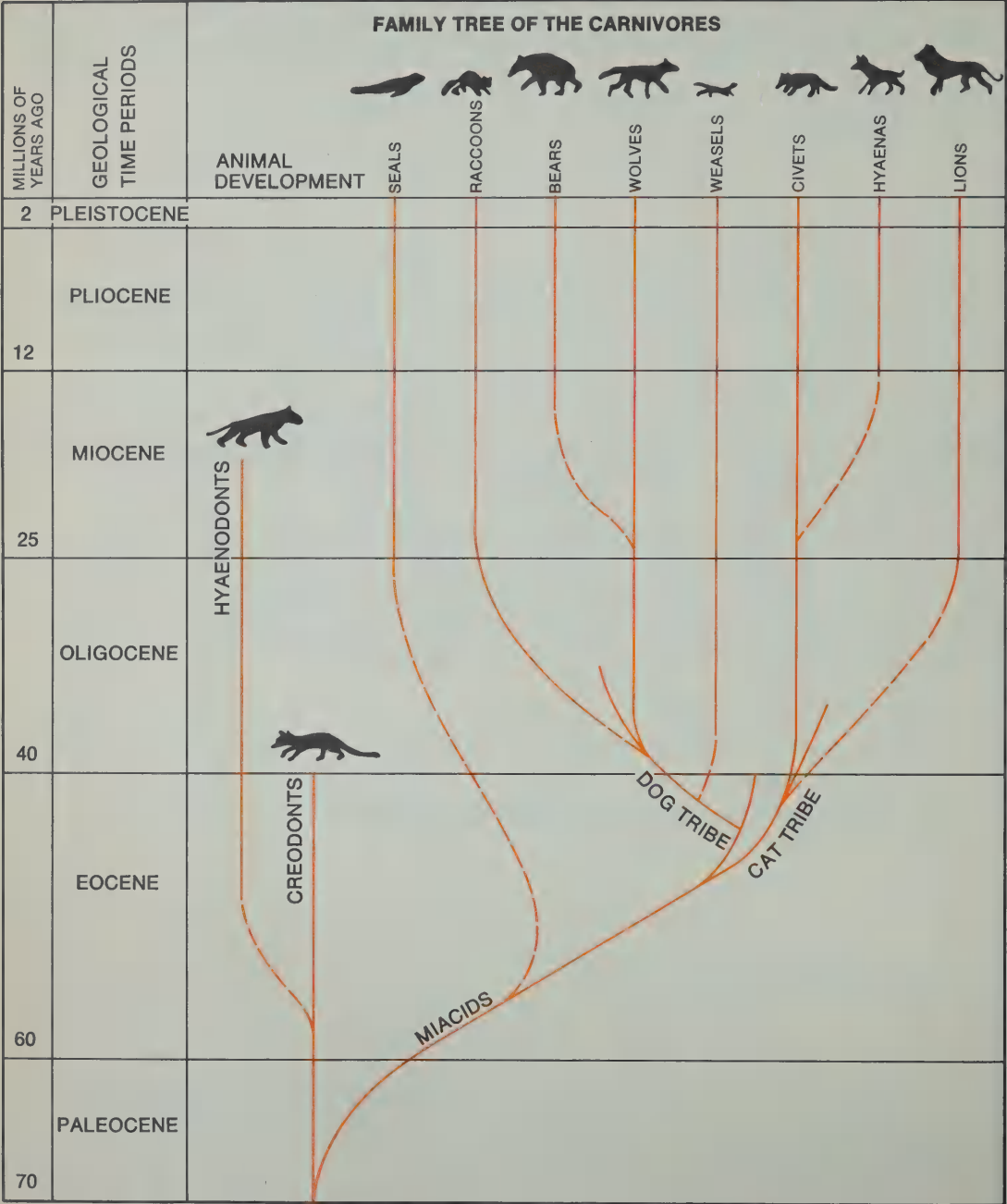
.....

6. The baby cried when his brother punctured his balloon.

Latin—*pungere* - to prick

.....

READING A PICTURE CHART



from *Animal Ancestors* by Sonia Cole and M. Maitland

The chart above shows what some scientists believe to be the family tree of meat-eating animals. It shows how the meat-eaters we have today developed from animals of the past.

As you read this chart remember to look at the words, pictures, and lines.

How is this chart different from the chart on page 35?

1. If you look across the chart you will notice that it is divided into three columns.

These columns are: 1.

2.

3.

2. The numbers down the left side of the chart tell you how many millions of years ago a certain animal lived. How far back in time does this chart go?

3. The second column tells the scientific name for the different periods of time.

Name the period of time between 60 and 40 million years ago.....

4. As you look at the "Animal Development" column, read from the bottom of the chart to the top. All meat-eating animals developed from Creodonts. In the Paleocene period, a group of animals developed from Creodonts and broke off into a new group. These animals are called.

5. Another group also broke off from the Creodonts later on. What is this group called?

..... When did this group break off?

6. When a line on the chart stops, this means that a group of animals died out. When

did Creodonts die out?.....About what year did the

Hyaenodonts die out?

7. Follow the Miacids line with your eye. What is the first present-day animal that developed from the Miacids?

The Miacids broke into two groups in the Eocene period. What are these groups?

9. Which present-day animals developed from cat tribes?

10. Which animals developed from the dog tribe?

FACTS *and* OPINIONS

A fact is something that is known to be true or known to have happened. Read the facts below.

The ancient Egyptians built the pyramids.

Armor was worn by the knights during the Middle Ages.

An opinion tells what is thought to be true about something. Read the following opinions.

I think that this vase was made by a Greek craftsman.

Many people believed that the story of Troy was a myth.

Opinions often contain words such as believe, think, guess, imagine, might, could have, may, fairly certain, probably. These words show that an opinion not a fact is being given.

1. Tell in your own words the difference between a fact and an opinion.

.....

2. Write a sentence that contains a fact.

.....

3. Write a sentence that gives an opinion.

.....

On the opposite page is an article about Stonehenge. Read the article. As you read, you may have noticed many facts and opinions in the article. The sentences and parts of sentences below were taken from the article. Which ones tell facts? Which ones give opinions? Mark each with an F or an O.

1. Stonehenge, on Salisbury Plain, is near the middle of southern England.

2. We think that they were taken on rollers and sledges.

3. It was at one time believed that Stonehenge was erected by the Celtic priests.

4. . . . research has shown that Stonehenge was really begun between 1900 and 2000

B.C.

Find two more sentences in the article that tell facts. Circle these sentences.

Find two more sentences in the article that give opinions. Underline them.



De Cov from Sawders

STAR MAGIC OF STONEHENGE

Stonehenge, on Salisbury Plain, is near the middle of southern England. It has one ring of enormous stones of the local grey sarsen rock. There is also an inner ring of standing stones which were brought from Pembrokeshire in South Wales. No doubt these blue stones, as they are called (inside, the stone looks bluish), had some magical meaning. We think that they were taken on rollers and sledges from the Prescelly Mountains in South Wales to the coast and then rafted, or brought by ship to Amesbury. From here a short, winding path led up to the site of the monument.

It was at one time believed that Stonehenge was erected by the Celtic priests and magicians, the Druids, but research has shown that Stonehenge was really begun between 1900 and 2000 B.C.

We are fairly certain that Stonehenge has something to do with the seasons of the year. People in Britain were then learning to live as farmers. They had to keep watch on the weather and the seasons to make quite sure of the right time for planting their wheat and barley, and when

it should be cut for storage. Any mistake in timing might mean a failure of crops.

Stonehenge, standing in a shallow, bowl-shaped valley with low hills around it, is an excellent spot for watching the stars. We do not know exactly which stars the priests watched from Stonehenge in order to figure out the seasons. The sun was the key for finding midsummer and midwinter. But for seasons in between, we think that some wise man would watch from near the centre of the circle of stones to see which constellations, or star formations, were passing. According to which they were, he could determine the time of year.

More than 2000 years later the Anglo-Saxon farmers came and looked in wonder. They called the place Stun Henge, 'the hanging stones,' because of their surprise that anyone could lift up such big stones and balance them on top of the uprights. But many of them called it 'the Giants' Dance' because of a folk legend that these stones had been ancient giants caught in some magic gathering.

C.A. Burland

Do you think you would like to visit Stonehenge some day? Why or why not?

The Story A Painting Tells

What can you learn about people who lived long ago by looking at the pictures they drew? This is a wall painting from the tomb of Nahkt, a king of ancient Egypt. What does the painting tell you about the ancient Egyptians?

The Metropolitan Museum of Art, Photograph by Egyptian Expedition, The Metropolitan Museum of Art.



Jangled Sentences

Read the two sentences below. Which of them makes sense? Which sentence is confusing?



A woman rode a burro carrying a baby in a colorful blanket to the marketplace.



A woman carrying a baby in a colorful blanket rode a burro to the marketplace.

The first sentence makes it seem as if the burro were carrying the baby in the blanket. This sentence is therefore confusing and incorrect. In the second sentence the phrase “carrying a baby in a colorful blanket” has been moved to a different part of the sentence. Now the sentence says that the woman was carrying the baby. This sentence is correct.

In each of the following sentences, a phrase has been put in the wrong place in the sentence. Rearrange the sentence so that it makes sense. Write the rearranged sentence on the line below each confused sentence.

1. The doctor made of plaster of Paris put a cast on the boy’s broken arm.

.....

2. Many skeletons covered with bushes and high grass were found in the burial mounds.

.....

3. The clumsy man dropped the vase on the floor which was very fragile.

.....

4. The man with a dented fender drove the car to the service station.

.....

5. The girl ran down the side street wearing a toga.

6. With his head in a waterhole the tyrannosaurus watched a brontosaurus.

Write two sentences of your own containing misplaced phrases or words. Exchange sentences with a partner and untangle each other's sentences.

1.

2.



Read the questions below. Answer yes or no to each question and give a reason for your answer. You must know the meaning of the underlined words to answer the question. The first one has been done for you.

1. Are lobsters caught on the mainland?

No, because lobsters live in the sea.

2. Is a peacock a rodent?

3. Are dandelions scarlet?

4. Are you a herring-choker?

5. Do eagles have good vision?



SOLVE THIS CASE



THE CASE OF THE KNIFE IN THE WATERMELON

BROWN DETECTIVE AGENCY
13 ROVER AVENUE
LEROY BROWN, PRESIDENT
NO CASE TOO SMALL
25¢ PER DAY
PLUS EXPENSES

Mr. Patch was the first grownup to come to the Brown Detective Agency. He was carrying a watermelon.

Mr. Patch owned a grocery store. He showed the watermelon to Encyclopedia. It had a knife buried in it up to the handle.

"Find the boy who owns this knife!" roared Mr. Patch. "Look what he did!"

Encyclopedia looked at the watermelon. "Stabbing a watermelon isn't against the law," he pointed out. "I mean, it's not the same as stabbing a person."

"The knife *ended* in my watermelon," Mr. Patch shouted. "It *started* in the window of my storeroom."

"Someone used the knife to break into your storeroom?"

"And to open my money box!" cried Mr. Patch.

"How much was stolen?" asked Encyclopedia.

"The thief didn't have time to take anything," said Mr. Patch, in a calmer voice. "He heard me coming and he got scared. When he started to run, he tripped and fell. His knife plunged into this watermelon. He didn't have time to pull it out."

"Did you see his face?"

Mr. Patch shook his head. "No, but I did see he had the letter *L* on the back of his jacket."

"That means he's a Lion—a member of the boys' club at Woodburn Avenue," said Encyclopedia. "A real lead!"

The private detective stepped closer to the watermelon. The knife had plunged into it so deeply that only the carved wood handle showed above the green skin.

Mr. Patch laid a quarter on the gasoline can. "Find the owner of this knife, quick!"

"I'm sorry," said Encyclopedia, thinking he would have to charge for expenses on this case. "I'll need a little time. I have to buy a fingerprint kit. Then I have to dust the handle of the knife and—"

"There are no fingerprints," said Mr. Patch heavily. "I wiped them off."

"Y-you wiped them off?" said Encyclopedia weakly.

Mr. Patch explained. "My cat knocked a bag of flour off a shelf. It broke and spilled over the watermelon and knife. I wiped off the flour—"

"And the fingerprints too!" Encyclopedia clasped his head and moaned. Then he looked up. "Still, the thief doesn't know that you wiped off his fingerprints—"

Encyclopedia took out his handkerchief. He wrapped it carefully around the handle of the knife.

"That does it," he said. "That makes it *look* as though we have fingerprints we are trying to save. The thief may try to wipe them off, and give himself away. We'll have to watch all the Lions. Let's go—"

Encyclopedia got into Mr. Patch's truck. They drove over to Woodburn Avenue. Four Lions—John, Frank, Corky, and Buster—were outside the club, working on the engine of an old black car.

Although few in number, the Lions were all big boys—bigger than Bugs Meany. But Mr. Patch was bigger than any of them. He had strong hands and big arms. So the Lions listened when Encyclopedia spoke.

"Do you see this watermelon?" he asked. "Now I take off the handkerchief. There! What do you see?"

"The handle..." said Buster.

"... of a knife," said Corky.

"Very interesting," said John.

"So what?" said Frank.

"The knife," said Encyclopedia, "was used in an attempt to rob Mr. Patch's store."

"The knife..." said Buster.

"... doesn't belong..." said Corky.

"... to any..." said John.

"... of us," said Frank.

"Maybe not. But the police will probably take your fingerprints," said Encyclopedia. "If the guilty boy steps forward now, Mr. Patch will ask the police not to be too hard on him."

The Lions looked serious. Mr. Patch looked

serious. The only boy detective in the state looked serious.

But that was all.

"It's not working the way you planned," said Mr. Patch in a whisper. "None of them has tried to wipe the handle of the knife."

Encyclopedia nodded. "Leave the knife in the watermelon, just as it is. Don't touch it," he whispered back.

To the Lions he said, "The police will break up your club if they find one of you is a thief."

The Lions stopped looking serious. They looked scared.

Suddenly John said softly, "Frank owns a knife like that."

"A lot of fellows own knives with carved handles," retorted Frank. "Cut it out!"

"You showed me yours yesterday," John shot back. "You even tried to get me to hold it. Why *my* fingerprints might be on that handle!"

"It's not the same knife," said Frank. "So quit worrying."

"I lost my knife last month," Buster said. "Everyone knows I did. Where is your knife, Corky?"

"I lost mine, too," said Corky. "This one couldn't be my knife, anyway. Mine has a blade a half inch longer."

None of the Lions remembered what the others' knives really looked like. They began to argue loudly. Each boy tried to put himself in the clear.

"Too bad," muttered Mr. Patch. "They are scared and fighting among themselves. But none of them has touched the knife to try to get rid of the fingerprints. Your plan didn't work."

"Yes, it did," said Encyclopedia. "I know whose knife it is."

HOW DID HE KNOW WHOSE KNIFE IT WAS?

Donald J. Sobol



1. Why did Mr. Patch come to the Brown Detective Agency?
.....
.....
2. What was the first clue to the owner of the knife in the watermelon?
.....
.....
3. How did Encyclopedia first plan to find out who the thief was? Why didn't his idea work out?
.....
.....
4. Why did Encyclopedia put a handkerchief around the handle of the knife?
.....
.....
5. Name the four members of the Lions who were at the club when Encyclopedia and Mr. Patch arrived.
.....
.....
6. Why did the Lions start arguing with one another?
.....
.....
7. Which members of the club owned knives? Could any of them prove that the knife in the watermelon was not his knife?
.....
.....

Now you be the detective. Find the clues and solve the case. How did Encyclopedia know whose knife was in the watermelon?

.....

.....

.....

Check to see if your solution is correct by turning to page 158.

USE YOUR HEAD!!!

Read the following brain twisters carefully. Write the solutions on the lines below each problem.

Why Tuesday?

John saw in a newspaper that there was to be a big display of jet airplanes in a month's time. Unfortunately the place where it was to be held was a good twenty-five miles away, and rather hard to get to because there were no trains or buses going direct.

But John's father wanted to see the display too, so he took John along to the local garage owner to arrange to hire a car.

"H'm!" said the garage owner, who prided himself on being something of a joker. "That week's a bit difficult. You see, on Monday I have to take a group to the beach. On Tuesday I have to turn out for old Mrs. Jones' funeral. Wednesday's my day off, and Thursday is market day—I'm always booked up then. Friday and Saturday I have to be here for the weekend visitors. It looks as though I can't take you at all that week, sir."

John's father looked disappointed, but John just grinned.

"Right," he said. "We'll go on Tuesday."

The garage owner grinned back. "I see you're no fool, young feller," he said. "Tuesday it is!"

Now why was John so sure about that particular day?

.....

.....

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Crossing the River

A farmer had to cross a river one day with a dog, a sheep, and a bale of hay, but the only boat he had was so small that he could get only an animal or the hay into it besides himself.

The trouble was, if he left the dog alone with the sheep, the dog would attack it; and if he left the sheep alone with the hay, the sheep would eat it.

How does the farmer manage to avoid these problems and yet get himself, the animals, and the hay across the river? (Hint: He can carry things both ways across the river.)

Fred Walls

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.....

Don't give up until you have solved both brain teasers!! Check your answers on page 158.

YOU BE THE EXPERT!

Do you know what a fingerprint is? How are fingerprints used in police work? Have you ever made a print of your fingertips?

Read this article about fingerprints.

Fingerprints are marks made by the pattern of ridges of skin on the fingertips. Fingerprints are the best way to identify people because no two people have fingerprints that are exactly alike, not even identical twins.

In Canada today, when a person is charged with committing a crime by the police, his or her fingerprints are taken. This is done by pressing the person's finger on an inky surface and then pressing the finger onto paper. The mark on the paper is the person's fingerprint. These fingerprints are then kept by the local police department, the provincial police and the Royal Canadian Mounted Police.

If fingerprints are found at the scene of a crime, these prints can be compared to fingerprints already on record. If the fingerprints match a set of fingerprints in the records, the police then know that this person may have been involved in the crime.

Even though a criminal may change his name and appearance, his fingerprints will always identify him.

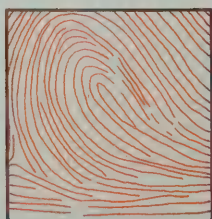
People have even tried to change their fingerprints in different ways. They have had skin from other parts of their body grafted by a doctor onto their fingertips. They have cut the ends of their fingers so that scars would form. But all of these attempts were useless because an expert could still identify their fingerprints.

Before fingerprints became popular in police work, other methods of identification were used. Pictures were taken of people's faces. But if a person lost or gained weight, grew older, lost his hair, or grew a beard, he might no longer look like his photograph. A French anthropologist named Alphonse Bertillon worked out a system of measurement. He felt that if records were made of measurements of many parts of a person's body such as arms, legs, feet, and skull, the person could be identified by these measurements. Bertillon's method was used for over thirty years. Then fingerprints were found to be more exact and came into wide use.

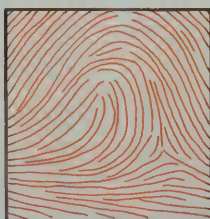
Look at the fingertip of your right index finger. Which of the fingerprint patterns below is most like your fingertip?



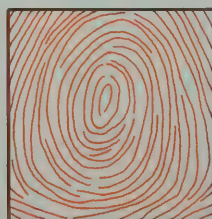
Plain
arch



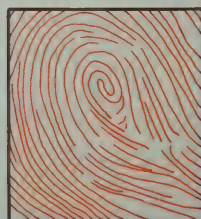
Right sloped
loop



Left sloped
loop



Plain
whorl



Central pocket
loop

Imagine that you are an expert on fingerprints working for the R.C.M.P. A group of school children are visiting your department and ask you the questions below. Use the article to help you answer their questions.

1. What are fingerprints?

.....

.....

2. How are a person's fingerprints taken?

.....

.....

3. Why are fingerprints such a good way to identify people?

.....

.....

4. Isn't a picture of a person just as good as a fingerprint for identifying him?

.....

.....

5. Why do police keep fingerprints of people?

.....

.....

.....

6. How can a person change his fingerprints?

.....

.....

.....

7. What other methods have police used in the past for identifying people?

.....

.....

.....

.....

POEMS, POEMS, POEMS!!!

A poem can be a picture painted with words. As you read each of the poems on this page try to see in your mind the image that the poet has described.

The Six-Quart Basket

The six-quart basket
one side gone
half the handle torn off

sits in the center of the lawn
and slowly fills up
with the white fruits of the snow.

Raymond Souster

Conversation

An umbrella
And a raincoat
Are walking and talking together.

Buson

1. Which of the poems painted the stronger picture in your mind? Which words in the poem made you see the picture clearly?

.....

.....

2. Why do you think Raymond Souster called the snow in the basket “white fruit”?

.....

3. Explain how you think an umbrella and a raincoat could walk and talk together.

.....

.....

4. Which of these poems do you like better? Why?

.....

.....

Weather

Dot a dot dot dot a dot dot
Spotting the windowpane.
Spack a spack speck flick a flack fleck
Freckling the windowpane.

A spatter a scatter a wet cat a clatter
A splatter a rumble outside.
Umbrella umbrella umbrella umbrella
Bumbershoot barrel of rain.

Slosh a galosh slosh a galosh
Slither and slather a glide
A puddle a jump a puddle a jump
A puddle a jump puddle splosh
A juddle a pump aluddle a dump a
Puddmuddle jump in and slide!

Eve Merriam

1. In this poem the poetess has used certain words because of the sounds that they make.

a) Do you think "dot a dot" are good words to describe the sound rain makes on a windowpane? Why or why not?

b) Which other words in this poem do you think are good "sound words"?

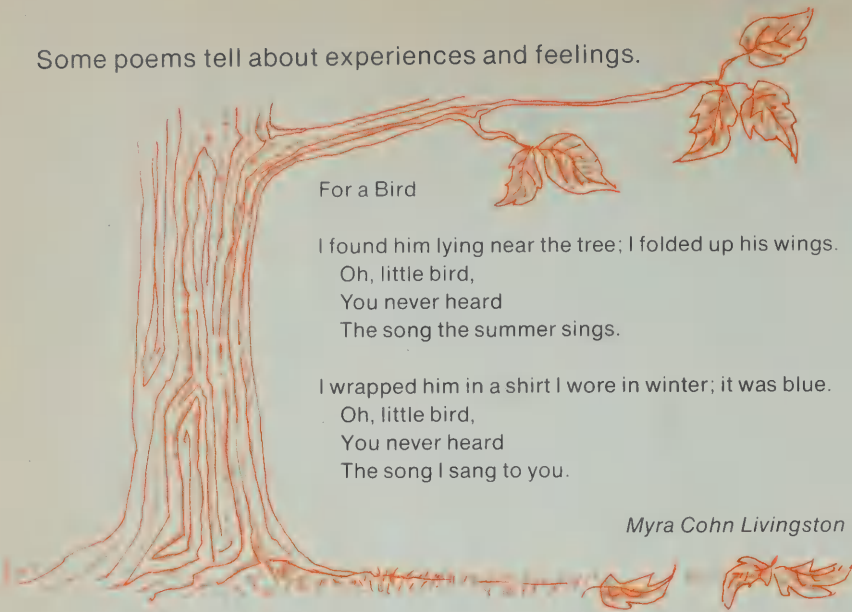
2. In which part of "Weather" does Eve Merriam seem to get her words all mixed up?

a) Why do you think she does this?

b) Make up some words of your own which tell about the sound of rain.

3. Do you think that the poetess had fun writing the poem "Weather"? Why or why not?

Some poems tell about experiences and feelings.



For a Bird

I found him lying near the tree; I folded up his wings.
Oh, little bird,
You never heard
The song the summer sings.

I wrapped him in a shirt I wore in winter; it was blue.
Oh, little bird,
You never heard
The song I sang to you.

Myra Cohn Livingston

1. How do you think the poetess felt when she was writing this poem? How did the poem make you feel? Why?

.....

.....

.....

2. What might have happened to the little bird in the poem?

.....

.....

3. Myra Cohn Livingston says that the little bird will never hear “the song the summer sings.” What do you think is the song of summer?

.....

.....

.....

4. Did you like this poem? Why or why not?

.....

.....

.....

Write a poem on a separate piece of paper about any subject you like. Will you write a picture poem, a poem with sound words, or a poem about an experience or a feeling?

“Smile and Say,” Simon Bristle in *Reading A Second Book*



A Ballad

A ballad is a story told in song. Many ballads were written by minstrels who used to wander about the countryside singing songs. This ballad has been written down as a poem. A few difficult parts of the ballad have been explained at the bottom.

Crocodile Song

Oh, now I'll tell you about
This wonderful crocodile,
From the end of his nose to the tip of his tail,
He measured 10 000 miles.

While up aloft when the sea was deep
And the wind blew from the south,
I lost my hold and away I went
Right down in the crocodile's mouth.

I traveled on a month or more
Till I got in his maw,
There I saw rum kegs, not a few,
And a thousand bullocks in store.

Where, there I banished all my grief,
Of grub I wasn't stinted,
I lived in his belly five hundred years
Right jolly well contented.

maw—mouth or jaws
bullocks—steers; cattle
banished—to send away; drive away
grief—sorrow; sadness

It happened to be on a fine summer's day
This crocodile got old and died,
Oh, he was ten years getting cold,
He was so long and wide.

His skin was ten miles thick I'm sure
Or somewhere thereabout,
For I was fully six months or more
A-cutting a hole to get out.

Oh, now I'm safe on shore again,
Have cause no more to roam,
In the ship that passed I got a berth,
And now I'm safe at home.

And if my story you do doubt,
If ever you travel the Nile,
Right where he fell you'll find the shell
Of the wonderful crocodile.

John Roast

stinted—to be given a small amount
berth—a position or job, usually on a ship
grub—a slang expression for food

What was the story told in this ballad? Answer these questions about the story.

1. What adventure did the man have?
2. How do we know the crocodile was very large?
3. What made the man "Right jolly well contented"?
4. "It happened to be on a fine summer's day." How would the man know this?
5. On a separate piece of paper, draw a picture of the "wonderful crocodile."

Making a TIME LINE

Read the story on the right about the life of King Richard the First of England. Below the story you will see a time line on which are marked the important dates in Richard's life. A time line is a way of showing dates and events so that they can be read quickly and easily.

Look at the time line of Richard I's life.

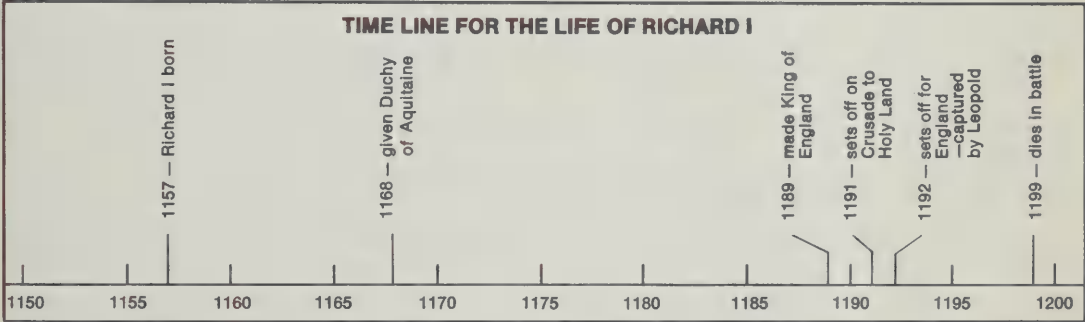
1. How many years apart are the marks on the line?
2. Notice that each important date has a few words beside it explaining what happened to Richard on that date. Read the line and answer these questions:
 - a) In what year was Richard born?
 - b) When was he made king?
 - c) In what year was he captured by Leopold of Austria?
3. Read the story of Richard on the right again to find out in which year he finally returned to England after being held prisoner by Leopold. Mark this date on the time line. What will you write beside the date?

Make a time line showing the important dates of Queen Victoria's life. Look at the time line of Richard I to help you.

1. First number the marks on the line every five years. Write these numbers below the line. The first number will be 1815 and the last number will be 1905.
2. Now above the line mark the exact dates of the important years.
3. What will be the date you mark first? What will you write beside this date?
.....
4. Where will you mark Victoria's marriage?
5. In what year will you mark her diamond jubilee?

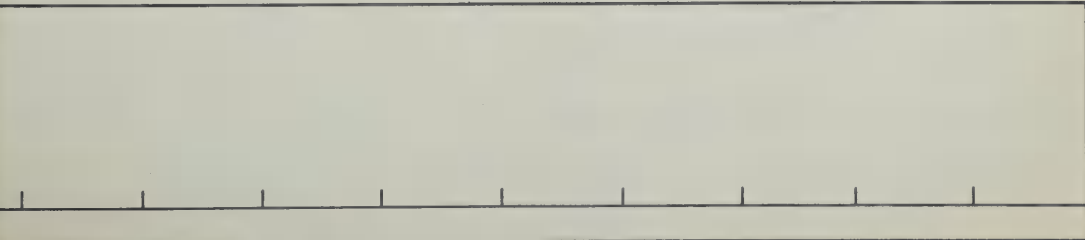
RICHARD I

Richard the First of England, son of King Henry II, was born in 1157. He was known to his people as Richard the Lion-Hearted or Richard Coeur de Lion. When Richard was only eleven, in 1168, he was given the Duchy of Aquitaine, and English territory in France. When Henry II died, Richard became king in 1189. The Crusades were taking place at this time and Richard decided to join Philip Augustus of France and lead an army to the Holy Land. Richard set off in 1191 for Palestine with about 8000 troops. While he was fighting in the Holy Land, King Richard received reports that his brother John, whom he had left in charge of England, was planning to take over the throne. So Richard decided to return to England in 1192. On his way home he had many problems. He was caught in several bad storms at sea and in Europe he was captured by an old enemy, Leopold, Duke of Austria. Leopold kept Richard prisoner in a castle on the Danube River. Blondel, Richard's favorite minstrel, discovered his king there, and sang outside the castle. Eventually a ransom was paid and Richard returned to England in 1194. During the rest of his rule, he spent most of his time in English territories in France waging war on the French. Richard died in 1199 during a siege on a French castle.



VICTORIA

Queen Victoria ruled England for the longest time of any monarch—sixty-three years. She was born in 1819 and was the niece of William IV. When King William died in 1837, she became the Queen of England. In 1840 Victoria married Prince Albert of Saxe-Coburg-Gotha and they had a long and happy marriage. They had nine children—four sons and five daughters. When Prince Albert died in 1861, Queen Victoria was heart-broken and wore mourning for many years. The people of the British Empire celebrated Victoria's golden jubilee. She had been on the throne for fifty years! Ten years later they celebrated her diamond jubilee. Thousands of people came out to cheer for the queen and thank her for the many years of service on these anniversaries. Queen Victoria died on the Isle of Wight in 1901 and her son Edward took the throne.



Using Different Sources Of Information

A dictionary and an encyclopedia are called sources of information. Each of them provides different information and presents it in a different way. It is important to know where to look when you want to find certain information on a topic. If you go to the proper source right away, you can save time and effort when you are doing research.

If you were to look up the word “pig” in a dictionary, you might find the entry below.

pig (pig), 1. a domestic animal raised for its meat. 2. a young pig. 3. a person who seems or acts like a pig; one who is greedy, dirty, dull, sullen, or stubborn.



Pig

If you were to look up “pig” in an encyclopedia you might find the article on “Pigs” on the opposite page.

First let us look at what the dictionary tells about the word “pig.”

1. What does “pig” in brackets after the word pig tell you?
 2. How many meanings does the dictionary give for “pig”?
 3. How else does the dictionary entry provide information about “pig”?
-

The dictionary provides three kinds of information about the word “pig.”

- (a) it tells the right way to say the word
- (b) it gives all the meanings that word has
- (c) it contains a picture of a pig

Now look at the encyclopedia article on pigs. It does not give the same kind of information as a dictionary. Which two of the three kinds of information that are found in a dictionary are not found in the encyclopedia article?

.....

The encyclopedia article however, is much longer and gives much more information about pigs than the dictionary. Read the article and answer these questions.

1. How long has man been taming and raising pigs?
 2. How do pigs use their “plowing noses”?
 3. Name three members of the swine family.
 4. Where else could you look in this encyclopedia for information on pigs?
-

PIGS

A pig has a snout for a nose. Its eyes are small, and its tail is a little corkscrew. Its voice is either a grunt or a squeal. It has a thick body and short, rather thin legs. Each leg ends in four hooves.

The pig has only a few thin bristles on its skin, instead of a thick coat of hair. It likes to wallow in mud. This keeps flies off and helps it to stay cool.

The pig's snout is long and tapered. It ends in a flat, leathery disk. The pig pushes the disk of its nose along the ground like a little plow, to dig up roots.

Pigs have been tamed and raised by man for perhaps 5000 years, but many kinds of pigs also live in the wild. The farm pig is raised in many countries for pork, ham, bacon, and lard. The male farm pig is called a boar, and the female a sow. In North America pigs are kept in pens and fed mostly on corn. They do not often need their plowing nose. The nose comes from their ancestors of millions of years ago. The ancestors of pigs had to root out tough plants that grew in swamps and along rivers. These ancestors were animals like the wild pigs of today that are called wild boars.

A pig eats almost anything. It eats roots and weeds, grass and grasshoppers, snails, mice and lizards. It will also eat meat and bones, although pigs seldom kill for food.

The domestic pig is fairly intelligent. Some times it is raised as a pet.

Pigs belong to the swine family. They are also called hogs. Wild pigs also belong to the swine family. Some wild pigs are the wild boar, the warthog, the forest hog, the river hog, and the babirusa. The nearest relatives of the swine family are the peccaries and hippopotamuses.

Wild pigs are quite different from tame ones. The wild boar of Europe and Asia is fast and fierce. When it is cornered, the wild boar is dangerous. It defends itself with long tusks that curve up from both the upper and lower jaws. The wild boar was once fairly common and was hunted even in England. Now it has disappeared in many areas. But it can still be found in various forested regions of Europe and Asia.

Some wild boars live in North America. They were brought in from other countries and turned loose for hunting. They live wild in the Great Smoky Mountains of Tennessee and North Carolina.

There are three kinds of African wild hogs. The giant forest hog lives in the forests. The bushpig, or river hog, lives in the jungle too, but around water. It has long, pointed ears that end in tufts of hair.

The African warthog lives on the open plains of Africa along with antelopes and zebras. It has a mane of coarse hair, but the rest of its body is nearly naked. It has a gristly growth, or wart, the size of a golf ball, under each eye. Tusks grow out of its upper jaw, like the horns growing out of a cow's head. The warthog is often seen in zoos. It and other members of the pig family may live 15 years or so in captivity.

The babirusa of the East Indies is another strange-looking wild pig. The male babirusa's upper tusks grow out of the snout and sweep backward in a curve. The babirusa is a good swimmer.

The only piglike animals native to the Americas are the peccaries. But peccaries are not true pigs. They are placed in a separate family.

from The New Book of Knowledge

SUMMING UP

You have seen that a dictionary and an encyclopedia provide different kinds of information. When should you use a dictionary? When should you use an encyclopedia?

.....

.....

.....

.....

.....

Just For Fun

Sometimes we use words to give information. Sometimes we use words to tell about our feelings. Sometimes we use words just for fun—that's when we use words to make one another laugh. One way to make someone laugh is to tell them a joke.



Why was Cinderella thrown off the baseball team?
Because she ran away from the ball.

How does this joke work? The joke is a play on words. The word “ball” is used in the joke because it means two different things: ball—meaning a grand party.

In the story of Cinderella she went to a ball and ran away from it at midnight. When you hear the joke you think of this meaning for the word “ball.” But you also think of this second meaning: ball—meaning a baseball.

A person who plays baseball is a bad player if she runs away from the ball. So when you hear the joke you also think about this meaning for “ball.” The joke works when you put the two meanings of ball together in your mind.

Look at this joke:

When is a boy not a boy?
When he's a little hoarse.

1. The play on words in this joke is on the word “hoarse.” What does “hoarse” mean?

.....

2. What other word that sounds like “hoarse” comes into your mind when you hear the joke?

In each of the following jokes there is a play on one word. Underline that word in the joke. Then write the two meanings of that word that come into your mind when you read the joke.

Why did the grocer sue the pelican?
Because the pelican had too big a bill.

.....

.....



What did the cow say to the pig?
I'm afraid you're just a bore.

Harold Longman

.....

.....

Another way to have fun with words is to read tongue-twisters. Say these tongue-twisters quietly to yourself as quickly as you can.

A cup of coffee in a copper coffee cup.

How much wood would a woodchuck chuck
If a woodchuck could chuck wood?
A woodchuck would chuck
As much as he could chuck
If a woodchuck could chuck wood.

She says she shall sew a sheet.

Betty bought a bit of butter to put into her batter,
But the bit of butter made her batter bitter,
So Betty bought a bit of better butter to put into her batter,
And the bit of better butter made her batter better.

1. Why are tongue-twisters so hard to say?

.....

Tongue-twisting sentences are sentences in which every word begins with the same letter. Read this tongue-twisting sentence using the letter B.

Bold Betty broke baseball bats by bashing balls bravely.

2. Make up at least two sentences of your own. Use a different letter in each sentence.

.....

.....

.....

3. Do you know any other tongue-twisters? Write them out and ask a partner to say each tongue-twister as fast as he or she can.

.....

Reading A Play

What is a play? Have you ever seen a play or acted in a play? Read this play about a king and his three sons. Notice that the lines in the play rhyme like a poem.



Characters:

a king
his three sons
dragon
courtiers

cannibal chief
bandit
pretty girl
chorus

(The King is sitting on his throne, with his three sons about him, and his Courtiers, if any.)

| | |
|-----------------|---|
| The King: | There was a King and he had Three Sons They were very very different ones. |
| The First Son: | The First was very fat. |
| The Second Son: | The Second very tall. |
| The Third Son: | The Third was nothing, |
| Chorus: | Absolutely nothing, |
| The Third Son: | The Third was nothing in particular at all. |

(The King signs to his Sons, who rise and present themselves. The Third Son maintains an entirely non-chalant manner throughout.)

| | |
|-----------------|--|
| The King: | The King he sent for his One, Two, Three, And bade them go round the world to see what they could see. |
| The First Son: | The First he said "Ah!" |
| The Second Son: | The Second he said "Oh!" |
| The Third Son: | The Third said nothing, |
| Chorus: | Absolutely nothing, |
| The Third Son: | He held up his finger to see how the wind did blow. |



(The three Sons start on their journey, which need be no more than marching round and round in a ring. In this way they come at last to China, where the Red Mah-Jong Dragon appears.)

| | |
|-----------------|---|
| The Dragon: | When they came to China, the first thing they did spy Was the Red Mah-Jong Dragon with a ruby for his eye. |
| The First Son: | The First gave a shout! |
| The Second Son: | The Second gave a squeal! |
| The Third Son: | The Third said nothing, |
| Chorus: | Absolutely nothing, |
| The Third Son: | He held up his finger, and the Dragon came to heel. |

(The Dragon falls in behind the Third Son, and the circular tour continues until they reach Timbuctoo, where the Cannibal Chief is discovered.)

| | |
|---------------------|--|
| The Cannibal Chief: | When they came to Timbuctoo, the first thing they did see Was the Chief of the Cannibals who measured ten-foot three. |
| The First Son: | The First gave a gasp! |
| The Second Son: | The Second gave a wheeze! |
| The Third Son: | The Third said nothing, |
| Chorus: | Absolutely nothing, |
| The Third Son: | He held up his finger, and the Chief fell on his knees. |

(The Cannibal Chief falls in behind the Dragon, and the journey goes on till they come to Corsica, where the Bandit puts in an appearance.)

| | |
|-----------------|---|
| The Bandit: | When they came to Corsica, the first thing that appeared Was the most ferocious Bandit with his knives stuck in his beard. |
| The First Son: | The First gave a howl! |
| The Second Son: | The Second gave a hoot! |
| The Third Son: | The Third said nothing, |
| Chorus: | Absolutely nothing, |
| The Third Son: | He held up his finger, and the Bandit licked his boot. |

(The Bandit falls in behind the Cannibal Chief, and on they go till they come to London Town, where the Pretty Girl is waiting.)

| | |
|------------------|--|
| The Pretty Girl: | When they came to London Town, the first thing they saw there Was the Prettiest Girl in England a-plaiting of her hair. |
| The First Son: | The First he turned white! |
| The Second Son: | The Second he turned red! |
| The Third Son: | The Third said nothing, |
| Chorus: | Absolutely nothing, |
| The Third Son: | He held up his finger... |
| The Pretty Girl: | And "Of course I will!" she said. |

(The Third Son takes the Pretty Girl by the hand, and round they go again. The world-tour at last comes full circle in the King's court, where it began.)

| | |
|---------------------|---|
| The King: | The King's Three Sons journeyed back the way they came, And the King asked them how they had done honor to his name. |
| The First Son: | The First gave a sigh! |
| The Second Son: | The Second gave a groan! |
| The Dragon: | The Third said nothing, |
| The Cannibal Chief: | Absolutely nothing, |
| The Bandit: | He held up his finger... |
| The Pretty Girl: | And the King gave up his throne. |

(The King abdicates without a murmur, and the Third Son sits on the throne, with the Pretty Girl beside him.)

Eleanor Farjeon

 **The End** 

Reading a play is very different from reading a story. Because a play is meant to be acted out it is written differently from a story. Let's look at the ways a play is different.

At the beginning of a play you usually find a list of the characters in the play. This list will help you when you are choosing people to act out the various roles.

1. How many characters will you definitely need to act out *Absolutely Nothing*?

.....

Notice that you can use any number of people in the role of the courtiers and the chorus.

2. At the top of page 114 you will find the names of the people who say the different speeches of the play. The first person who speaks in this play is the King. What does the King say in his first speech?

.....

.....

3. Who speaks next? What does this person say?

.....

4. What is the first speech of the Chorus?

5. Imagine that you have been chosen to play the part of the second son. Go through the play and underline all the speeches that you will have to say.

A play also includes directions which tell the actors where to stand and how to look and move. These are called stage directions.

1. The first stage direction in this play is found at the beginning. It says, "The King is sitting on his throne"

2. After which speech do you find the second stage direction?

.....

3. What does the fifth stage direction tell the actors to do?

.....

.....

When you are putting on a play you must also think about what kinds of costumes the different characters will wear. On a separate piece of paper, describe how you would dress two of the characters if you were putting on this play.

Read *Absolutely Nothing* again and this time imagine how it would look acted out on stage.

MAKING A CHART

Read the article below which gives information about five snakes found in different areas in the world.

SNAKES

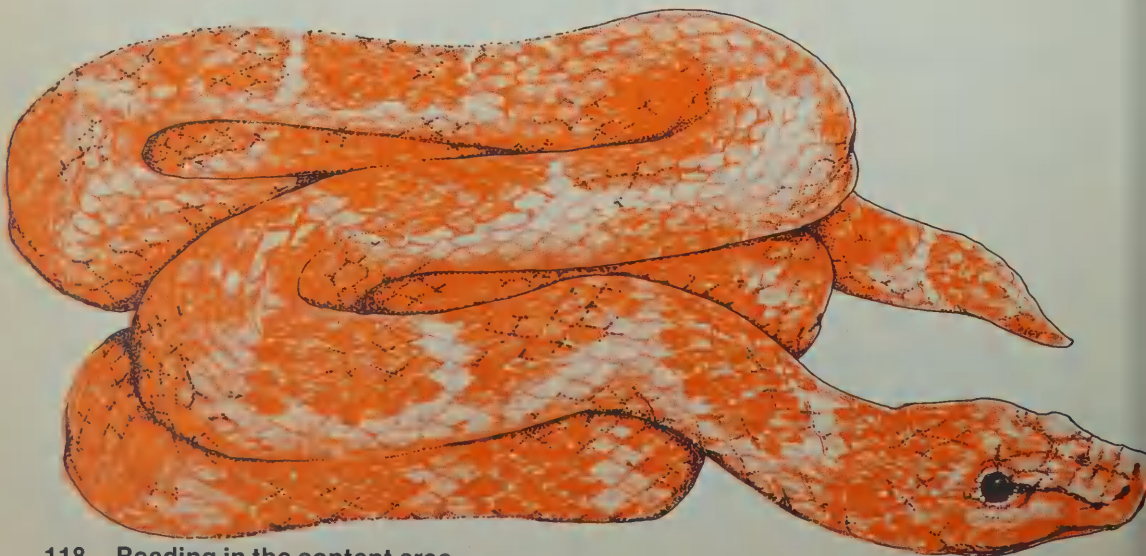
The garter snake is the most common North American snake. This snake is harmless and makes a good pet. It has three pale yellowish stripes running along its greenish body. It grows to about 60 centimetres in length. Garter snakes eat earthworms, salamanders, toads, and frogs.

Another nonpoisonous North American snake is the king snake. You can recognize it by the white chainlike pattern that is marked on its black skin. When full-grown, it is about 100 centimetres long. The king snake eats frogs, lizards, small animals, and other snakes, even poisonous ones. It does not seem to be harmed by the poison.

The poisonous Western diamond-backed rattlesnake lives in the dry, hot Southwest of the United States. It reaches about 140 centimetres in length. It is grayish with darker diamond markings edged in white. Before it bites its victim, it shakes the rattles in its tail. It eats small animals, lizards, frogs, and other snakes.

The grass snake is found all over Europe. There is no need to be frightened when you see its olive brown body with the bright yellow markings slither through the grass. This is a nonpoisonous snake. It grows to a length of about 60 centimetres. Because it is a good swimmer it feeds on frogs, toads, newts, and even fish.

The Regal python of Asia and the Philippine Islands can reach lengths of 610 to 760 centimetres. Although it is nonpoisonous it can sometimes be dangerous to people. Pythons have been known to swallow humans, usually children! The python's usual food however is birds, monkeys, small antelopes and bushpigs. Its body is splotted light brown, dark brown, and yellow.



Let us take the information contained in this article and organize it in the form of a chart. The chart headings are given to you at the bottom of the page. On a separate piece of paper write these headings in chart form—draw lines between the headings and add 3 more columns for headings which you will make up in question 3. As you finish filling in your answers under each heading, draw a line across the chart at the bottom of the page. This will help keep the different sections of your chart clear and easy to read.

1. Fill in the five boxes on the chart under your heading “Names.” Draw a line across the chart under each name as you record it. Make sure you make your lines deep enough!

2. Now look at the paragraph in the article about the garter snake.
a) What will you write in your box under the next heading on the chart—“Where Found”?.....

b) What will you write under “Poisonous or Nonpoisonous”?.....

3. Now you must decide on the other three headings that you will put on the chart.
a) Read the third sentence in the paragraph about the garter snake. What does this sentence tell you about this snake?.....

b) Make up a heading about the information in this sentence. Notice that headings usually have only a few words in them.

c) Write the heading on your chart.

d) Make up a heading for the fourth sentence

e) Make up a heading for the fifth sentence

f) Write these headings on your chart. Fill in the information from the article under your headings in the proper boxes.

4. Now read the paragraphs on each of the other snakes and fill in the information on your chart. Remember to work across the chart when filling in the information on each kind of snake.

Snakes

| Name | Where found | Poisonous or Nonpoisonous | | | |
|------|-------------|---------------------------|--|--|--|
| | | | | | |

ORGANIZING YOUR NOTES FOR A

REPORT

When you are doing a report on a certain topic your first step is to do some reading to find information on that topic. In order to remember what you have read when you begin to write your report, you must make notes as you do your reading. The next step is to organize your notes into a report.

Imagine that you are doing a report on mongooses. You have read several articles in books and encyclopedias about mongooses and you have taken notes as you were reading. This is the list of notes you took:

1. Mongooses were brought by man to Jamaica and other islands of the West Indies to kill the rats there.
2. They hunt birds, snakes, rats, and other small rodents.
3. Most mongooses have long weasel-like bodies and small heads.
4. Mongooses help man by killing rats and poisonous snakes.
5. When the snake is dead the mongoose eats it.
6. Many types of mongooses live in Africa and Asia.
7. Mongooses are able to kill poisonous snakes because they move so quickly.
8. They do most of their hunting during the daytime.
9. Their legs are short but they have long bushy tails.
10. The mongoose leaps on the snake whenever it gets a chance and bites it on the back of the head.
11. They are about the size of a house cat.
12. Whenever the snake strikes at the mongoose, the mongoose jumps out of the way.
13. Their fur is usually brown or black.
14. The mongoose can be tamed by man if it is captured young and treated properly.
15. One species lives in Southern Europe.

1. The next step is to organize your notes into paragraphs for your report. On the opposite page is an outline of one way that you could organize your notes. The title of the report is There are five main headings in this report.

These headings are
.....

2. You must now decide which of your notes belongs under each heading. Under the first heading "Appearance," one of the notes has been written. Why was this note put under the heading "Appearance"?

3. Read over the list of notes. Find three other sentences which belong under this heading. Using the headings below, make a chart on a separate piece of paper. Now write these sentences on your chart or outline.
4. The next heading is "Where Found." One sentence from the notes has been written under the heading. Does this note belong under the heading? Why?

.....
Find the other two notes that belong under this heading and write them on your chart.

5. Fill in the rest of your chart. When you have finished, read it over carefully. Have you written every note under the correct heading?

THE MONGOOSE

I APPEARANCE:

Most mongooses have long weasel-like bodies and small heads.

II WHERE FOUND:

Many types of mongooses live in Africa and Asia.

III HUNTING:

IV HOW A MONGOOSE KILLS A POISONOUS SNAKE:

V THE MONGOOSE AND MAN:



But I Thought That Word Meant...

There are many words in our language which have more than one meaning. It is not enough to know only one meaning for a word.

For example, you might know that the word “dash” means “run quickly.” But as you read the following sentence you might be confused.

His brother dashed water in his face to wake him up.

In order to understand the sentence, you must know that “dash” also means “to throw.”



Read the following list of words and their meanings. Which of the words belongs in each blank in the sentences on the opposite page? When you have chosen the correct word, write the number of the meaning which the word has in the sentence. The first one has been done for you.

litter: 1. things scattered about 2. the young animals produced at one time
3. straw or hay used as bedding for animals 4. a stretcher for carrying wounded persons

clump: 1. a cluster 2. to walk with a heavy, clumsy, noisy tread

brood: 1. sit on 2. think a long time about some one thing 3. the young birds hatched at one time in the nest or cared for together

odd: 1. strange, peculiar 2. left over 3. leaving a remainder of one when divided by two 4. one of a pair or set of which the rest is missing

cunning: 1. skilful, clever in doing 2. sly 3. pretty and attractive 4. skilful or sly ways of getting what one needs or wants or of escaping one's enemies

marrow: 1. a soft substance that fills the hollow, central part of most bones 2. the inmost or important part 3. an oblong vegetable of the squash family

glare: 1. a strong, bright light that hurts the eyes 2. a fierce or angry stare 3. to stare fiercely and with anger

- 1. If you do something wrong, you should never.....brood..... about it. 2...
- 2. Near our house is a..... of hazelnut bushes.....
- 3. The park was ruined by the.....that people had carelessly dropped everywhere
- 4. The bank robbery was done in a very..... way.....
- 5. The cowboy..... angrily at the horse that had bucked him off
- 6. We have a large..... growing in our garden.....
- 7. The mother duck walked proudly through the farmyard leading her
- 8. The hurt woman was carried to the ambulance on a
- 9. I have an..... sock in my drawer.....
- 10. Dogs like to eat the..... they find in bones.....
- 11. The fox is an animal with a lot of.....
- 12. The..... of the sun on the water hurt my eyes
- 13. The dog next door had a..... of puppies yesterday.....
- 14. It is hard not to..... when wearing heavy shoes.....
- 15. Those little kittens are so.....!
- 16. It is..... that she didn't recognize me.....

The word "harbor" has several meanings. Write three sentences using each of the meanings of harbor.

- harbor:** 1. a place of shelter for ships 2. give shelter to 3. keep or hold in mind
-
-
-

Wise Sayings

If at first you don't succeed, try, try, again.

You can't judge a book by its cover.

Do these sayings sound familiar to you? What do they mean? People all over the world have wise sayings like these which they use when giving advice.

Read the wise sayings below. Think about what each one means. Then look at the cartoons and stories on these pages. Which wise saying goes with each cartoon or story?

Haste makes waste.

Early to bed, early to rise makes a man healthy and wise.

It's no use crying over spilt milk.

The rotten apple spoils the barrel.

Look before you leap.





Tom and his friends went to Wolf Cubs every week. They had fun at the meetings playing games and learning about the outdoors. They also went on camping trips together in the summer. One day a new boy, Jack, came to their Cub pack. He was rude to the Cub leader, broke their equipment, and bullied the smaller boys. He spoiled the meetings for everyone.

On a separate piece of paper draw a cartoon or write a short story about one of the following wise sayings:

The early bird gets the worm.

The grass is always greener on the other side of the fence.

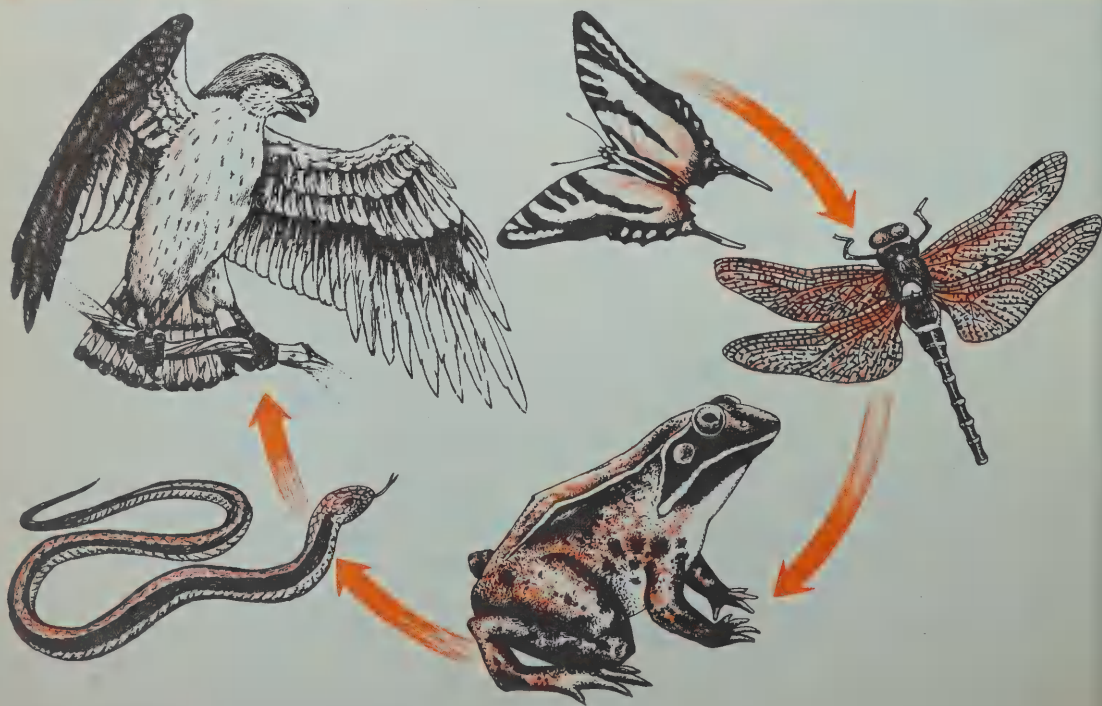
WHAT *is a* FOOD CHAIN?

Do you know what a food chain is? Read the article which tells about food chains. Then look at the diagram below the article. Can you read the diagram too?

Without the sun there would be no life on the earth. The sun's rays bring energy to all the living things on this planet. Plants take the energy from the sun's rays and turn this energy into food. The plants are eaten by animals and the energy then passes to these animals. These animals may then be eaten by other animals. The energy then passes again to the second group of animals. For example, grass grows, a deer eats the grass, and then a wolf eats the deer. The path taken by the energy from one living thing to another is called a *food chain*.

A food chain can be as simple as a plant being eaten by a cow, or as complicated as the one shown here. *Link number one:* A zebra swallowtail butterfly takes nectar from a flower in order to live. Some of the sun's energy has been transferred from the plant to the butterfly. *Link number two:* A predatory insect, the dragonfly, captures the butterfly, thereby getting some of the original energy which the butterfly received from the plant. *Link number three:* While at rest on a pickerel weed, digesting its food, the dragonfly is caught by a bullfrog. Some of the energy passed to the butterfly, to the dragonfly, now goes to the frog. *Link number four:* A snake captures the frog. *Link number five:* In the final act of our energy play, a red-shouldered hawk attacks and carries off the snake, and with it, a small part of the original energy of the sun, which has traveled 94 000 000 miles to get to the earth.

Shelly and Mary Louise Grossman



1. What is the first creature in the food chain on the opposite page?
2. Where is this creature getting the sun's energy?
3. What is the next insect in the food chain?
4. What happens to this insect?
5. Tell what happens in the rest of this food chain.

6. Complete this food chain in words: nectar butterfly

7. Fill in the blanks in the following food chains.

plant rabbit

water insect bear.

8. Make up a food chain of your own. Include man in your food chain.

9. Draw a diagram of this food chain in the space below. Use the diagram on the opposite page to help you.

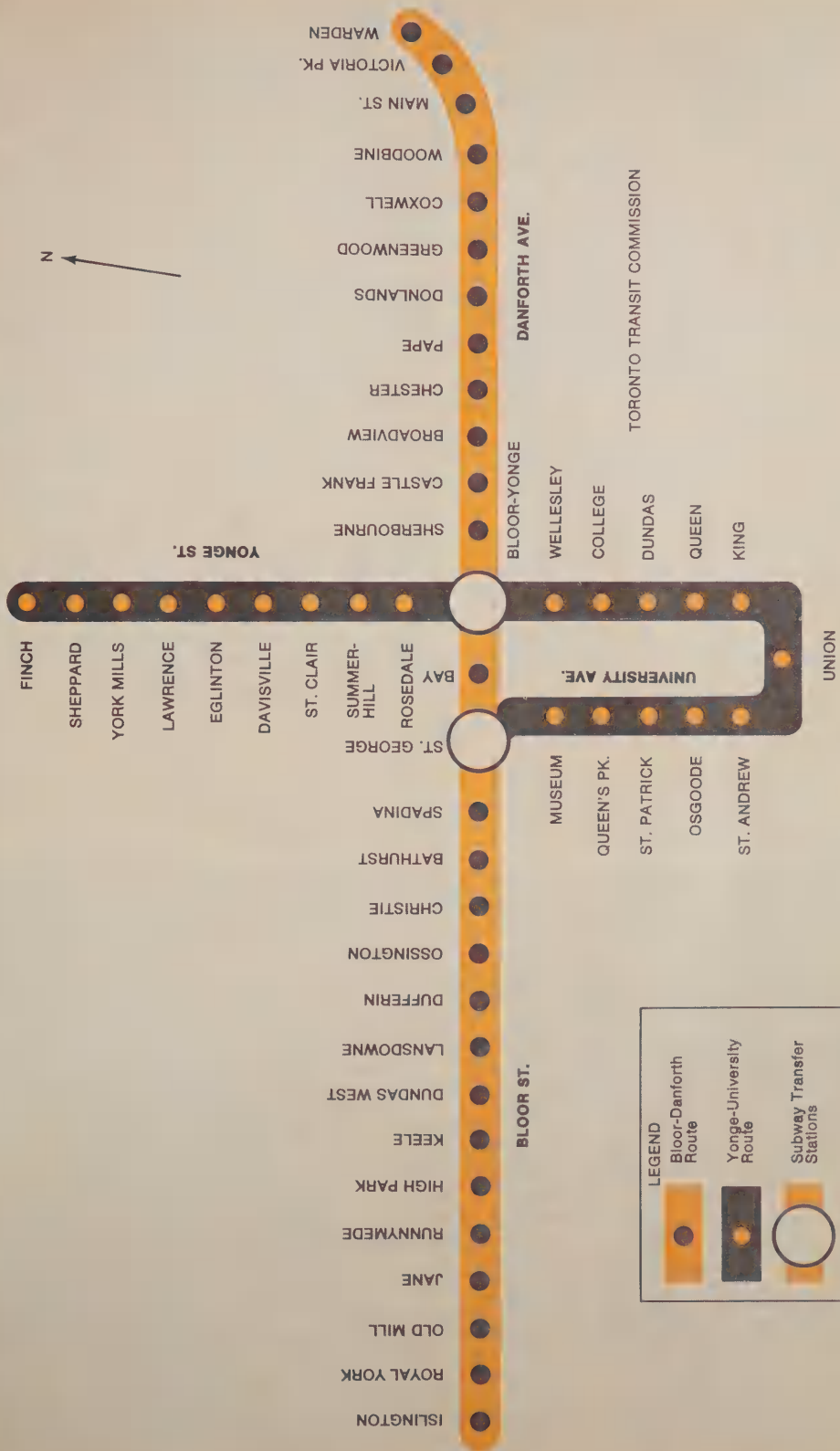
plant grasshopper robin weasel



A subway is an underground railway which is found in some large cities. Have you ever ridden on a subway? If so, what was it like? If not, do you think you would like to? Why or why not?

Because you can not see where you are going on a subway, it is important to read the subway map carefully in order to plan your trip. On the opposite page is a map of the subway located in the city of Toronto. Each of the circles on the map shows a station where people get on and off the subway.

1. Imagine that you are in Toronto and you must travel around the city on the subway. You are traveling along the route marked in orange. What is the name of this route?
.....
2. How many stations are on the orange route?
3. ST. GEORGE is one station on this route where you can transfer to another subway route. What is the name of the other transfer station?
4. On the orange Bloor-Danforth Route, you can travel east and west. What direction do you travel on the Yonge-University Route?
5. Find the ISLINGTON station on the Bloor-Danforth Route. Imagine you are at this station and you want to get to the KEELE station. Name the stations you will pass through on your trip
6. What stations would you pass through traveling between the COLLEGE station and the UNION station on the Yonge-University Route?
7. Imagine you are at the FINCH station on the Yonge-University Route and you want to get to the OSGOOD station on the same route. Draw your trip on the map.
8. Draw the route you would follow to get from WARDEN station to the DAVISVILLE station.



You Are There



Barefoot Days

In the morning, very early,
That's the time I love to go
Barefoot where the fern grows curly
And grass is cool between each toe,
On a summer morning—O!
On a summer morning!

That is when the birds go by
Up the sunny slopes of air,
And each rose has a butterfly
Or a golden bee to wear;
And I am glad in every toe—
Such a summer morning—O!
Such a summer morning!

Rachel Field

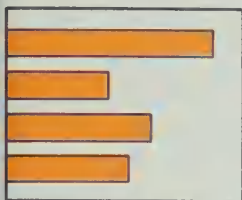
In this poem Rachel Field tells about getting up early on a summer morning and walking around in the country. Think about what she does, what she sees, how she feels on her walk.

Look at the photograph on this page. Imagine that you are standing inside the photograph. Write a poem about your experience there. What feelings would you have? What would you see as you look around? What might you do there?

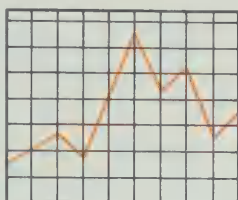


Looking at Graphs

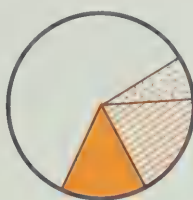
A graph is a way of showing facts in a form that is easy to read. There are many different kinds of graphs.



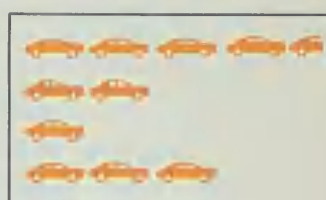
bar graph



line graph



circle graph

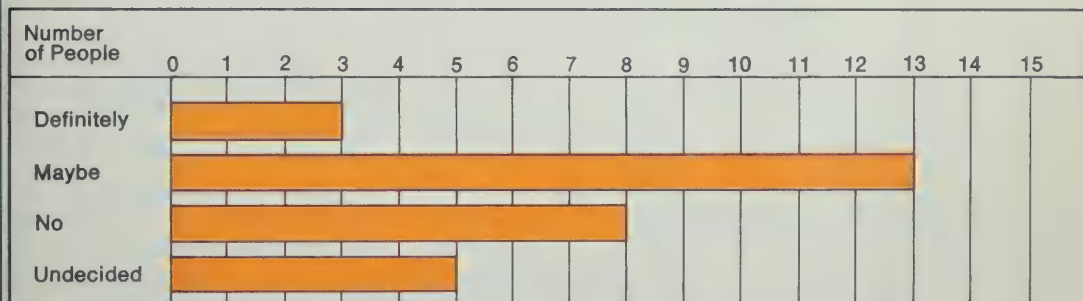


picture graph

You must know the right way to read a graph in order to get all the information it contains.

A grade four class had just read a very exciting story about a haunted house. They were very interested in the idea of haunted houses and talked about these houses with their teacher. After their discussion the class decided to see what everyone's opinion was about haunted houses. Everyone thought about the question, "Do you think that a house could be haunted?" Then each person had to check off one of the following words as his or her answer: definitely, maybe, no, undecided. They counted how many people had checked off each answer and made a graph of the results. Can you read their graph?

Do You Think That a House Could Be Haunted?



1. What kind of graph did they make?
2. What do the numbers at the top of the chart tell?
3. What do the words at the left of the chart tell?
4. To read the graph move your eye from the end of each bar up to the numbers on the top. You will see that the answer "definitely" was given by three people.
 - a) How many people answered "maybe"?
 - b) How many people answered "no"?
 - c) How many people answered "undecided"?

A Fairy Tale

Children all over the world have been listening to and enjoying fairy tales since very early times. Do you enjoy reading fairy tales or having them read to you? Do you think people are ever too old to enjoy fairy tales? What is your favorite fairy tale?

Have you ever noticed that fairy tales are similar to one another in some ways? Name some fairy tales that have kings, queens, princes, or princesses in them.

.....

Name some fairy tales that have happy endings.

.....

Here is a list of things that are found in many fairy tales. Read the fairy tale of "The Wild Swans" on the opposite page. In this story you will find each of these characteristics of a fairy tale. Below each characteristic, tell how it is presented in the story. The first one has been done for you.

1. A fairy tale begins with words such as "Once upon a time," "There was once," or "long ago." The story starts "There once lived."

2. There is often a king, a princess, or other royal persons in the story.

.....

3. The hero or heroine has a problem which seems impossible to solve.

.....

4. A magic character such as a dwarf or a fairy helps the hero or heroine with the problem.

.....

5. In order for the hero's or heroine's problem to be solved he or she has to do a certain task.

.....

6. There are magic events in the story which could never happen in real life.

.....

7. The fairy story usually has a happy ending.

.....



The Wild Swans

There once lived a king who had eleven sons and a beautiful daughter named Eliza. The eleven princes and the Princess Eliza were very happy till their mother died. Then the king married a wicked woman who turned the eleven boys into wild swans.

Eliza did not know what had become of them, and she wandered about, very sad of heart. One day when she was on a little hill overlooking the ocean she saw eleven swans flying toward her over the sea. Just as the sun went down they dropped to the ground beside her. Their feathers fell off, and behold, there stood her eleven brothers!

"Oh, now we can always be together," cried Eliza.

But the oldest brother shook his head. "No," he said. "Our wicked stepmother has bewitched us, and we must stay swans as long as the sun shines. But every night, at sundown, we become men again. We do not live here, but far over the sea."

"Take me with you," pleaded the princess. So they made a great net of young willows and rushes. When morning came, and they had become swans again, they took the net with their beaks and carried the girl away over the sea.

Toward evening a fearful storm arose, with lightning and thunder; but just before sundown they reached a rock, and the brothers became men again. The lightning still flashed from the heavens, but the Princess Eliza was not afraid for her brothers joined hands around the rock, and she felt quite safe.

Next morning her swan brothers carried her off to a beautiful country, and there she fell fast asleep. She dreamed that a fairy came to her and told her that she could break the spell if she made

shirts of nettles and threw them over the swans. But she must not speak all the time she was at work.

When she awoke she remembered her dream and set to work. The nettles stung her poor hands, but she did not stop for that.

When her brothers came that night they saw her hands all blistered and asked her what had happened. But she said nothing.

The next day the king of that country caught sight of Eliza and he fell in love with her at once and asked her to marry him. Eliza looked up into his kind face, but she said nothing.

The king pitied her, for he thought she was dumb. Then he took her away to his palace and there was a splendid wedding. But Eliza was not happy. She wandered into the woods and gathered nettles and worked upon the shirts.

Then some of the people said she was a witch. But she worked on till she had ten shirts finished and the eleventh almost completed. In those days the people believed in witches, and it was not long till they cried out that the girl must die, so they carried her out and were just about to tie her to a post when eleven wild swans dropped down beside her. All the people were frightened. Eliza broke through them, and catching up the eleven shirts, she threw them over the swans; and behold, her dear brothers stood beside her.

"Tell the king I can speak now," cried Eliza; and when he had come she told the story of why she had been silent so long. Then all the people praised her, and the king gave a great dinner party for her and the eleven princes, who were never to be swans again.

Hans Christian Andersen



Which Word Does **Not** Belong?

Look at the words in this list:

slingshot; marbles; sled; encyclopedia; yoyo

Five of the words in the list are about the same topic. That topic is "toys."

Which five words are about toys?

Why does the word left over not belong in this group of words?

What topic are five of the words in the list below about?

maple; oak; hemlock; pine; cabbage; fir

Which word does not belong in the group?

Why?

Read each of the following groups of words. Which word in each group does not belong with the other words? Circle this word.

1. porcupine; muskrat; peacock; chipmunk; weasel; ground hog
2. brontosaurus; diplodocus; trachodon; tyrannosaurus; alligator; allosaurus
3. cockroach; flea; beetle; robin; mosquito; ant
4. plow; archaeologist; dig; ruins; prehistoric; excavation
5. fingerprint; cavity; criminal; detective; clue; robbery
6. harbor; cove; glacier; driftwood; beach; mussel
7. piano; musician; orchestra; melody; zither; bait
8. shark; plankton; seaweed; parachute; diver; submarine

On a separate piece of paper make up three groups of words like those above. In each group have three words that belong to the same topic and one word that does not belong. Exchange lists with a partner. Pick out the words which do not belong in each other's lists.

The Newspaper Index

On the first page of most newspapers you will find an index. In the index are listed the special sections and features of the paper and on which page each is found. Look at the index below.

ON THE INSIDE

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from *The Ottawa Citizen*

1. The index is arranged in a certain order. What is it called?
2. On which pages of this newspaper are the want ads?
3. Where is Frank Penn's column found?
4. On which five pages is sports news found?
5. In what section is page 22?
6. On which pages of this newspaper would you look to find the answers to the following questions?
 - a) I wonder what's on TV tonight?
 - b) What is Dennis the Menace up to today?
 - c) What question is answered in Ask Andy today?

7. Make up two more questions about this newspaper index on a separate piece of paper. Exchange questions with a partner and answer each other's questions.

LOOKING AT A Leaflet

When you go to visit an aquarium, a museum, an historical site, or tourist attraction, you are usually given a leaflet containing information about what you are going to see. This is the leaflet given out by one museum in Ontario. What information is given on this leaflet? Look at it carefully.

SEE
Pioneer Home
opened 1965
Out Door Bake Oven
Corliss Steam Engine
Fire Engine
Carriage Shed
Smoke House
Sweep Well
Farm Implements
Stone Lifter
White Pine Log
242 years old
Felled in 1967



**Champlain Trail
Museum**

Pembroke, East — Highway 17
Founded 1958
Daily: June 2 — 8 p.m.
July & August 11 a.m. — 8 p.m.
or by appointment



ADMISSION
Adults75¢
Children 7 — 16 yrs .25¢
Children under 7 . . FREE

SPECIAL RATES
For Families or Students

REGISTRATION
in the Champlain Trail Museum

THE ONLY SPOT
in the Ottawa Valley

"The only spot in the Ottawa Valley to see an exact replica of an astrolabe found in 1867 by Edward George Lee at Green (Astrolabe) Lake and dated 1603. It was apparently used during the period of the voyages of Champlain and others, up the Ottawa River Valley."

Thus the name
CHAMPLAIN TRAIL MUSEUM,
as it is situated within sight of the
end of the trail of Champlain's first explorations in this area.

1. What is the name of the museum?

2. Below the museum's name is a picture of an astrolabe. An astrolabe was an instrument used by people long ago to find out in which direction they were traveling. This was done by using an astrolabe to read the position of the moon and stars. Who do you think is the man in the picture using the astrolabe. Why?

.....

.....

3. Where is the museum located?

.....

4. During which months could you visit this museum?

.....

5. Why do you think it is open during these months?

.....

6. What hours is the museum open?

.....

7. Name six things you can see in the museum.

.....

.....

8. Which object do you think would be the most interesting to see? Why?

.....

.....

9. How much does it cost to visit the museum?

.....

10. Why is this museum so special?

.....

.....

11. How did the museum get its name?

.....

A Fishy Story

Imagine that you are a fish swimming around in the ocean looking for food and a bit of adventure. What would you, the fish, think and do if you saw the things in the pictures below?



On a separate piece of paper, write a story about a day in the life of a fish. Use the pictures above to give you ideas. You could start out something like this, "Well there I was, Tony the Tuna, just swimming around, minding my own business, when suddenly . . ."

Watch the Endings!!

If you look quickly at the following list of words, you might think that they are all alike: interviewing; interview; interviewed; interviewer. But if you looked at the list carefully, you would notice that the words are all different from one another. How are the words different?

.....

Which words in the list above belong in these sentences?

a) The Prime Minister was on television last night.

b) The asked him many interesting questions.

You can see that the last few letters of a word are sometimes the most important. Fill in the blanks in the sentences below. Read the list of words above each group of sentences carefully and watch the endings!

1. reflector reflecting reflect reflection

Nora saw a of her face in the still water.

I lost the from the back of my bicycle.

2. shrinking shrinks shrink

This sweater will if you wash it.

3. enchant enchanted enchanting enchantress

Fairies, goblins, and witches live in that castle.

The cast a spell on the two children.

4. state stated stately

"I don't want to ever come back!" the angry boy.

We visited some of the homes of England on our trip.

5. explain explains explained explanation

When Jason was late the teacher asked him for an

Our hockey coach always to us what we were doing wrong.

6. container contain contained

The box a present.

He filled the to the top.



SUPER SPACE CONTEST !!

Have you ever entered a contest? What was the prize? What did you have to do to win? If you were a boy or girl living in the future, you might enter a contest like the one below.

What is the prize in the contest?

How do you enter the contest?

Why would you want to travel to the moon or a planet? Fill in the entry form.

TOASTIE CRINKLES
PRESENTS
THE SUPER SPACE CONTEST

Yes boys and girls, your favorite breakfast food TOASTIE CRINKLES is bringing you another super contest. And the prize is out of this world! A ROCKET TRIP TO THE MOON OR PLANET OF YOUR CHOICE!

Have you dreamed of “suing up” in your own junior spacesuit and blasting off? Have you longed to explore other worlds? This is the chance to have your dreams come true!! You could win an all-expense-paid trip to the moon or planet of your choice.

The contest rules are simple:

1. On the space provided on the entry form tell why you would like to take a trip to the moon or a planet.
2. Send the completed forms to:

TOASTIE CRINKLES BREAKFAST FOODS
62 Satellite Lane,
Noresco, Canada.

3. All entries must be mailed on or before June 30, 2023. GOOD LUCK EVERYBODY!

SUPER SPACE CONTEST ENTRY FORM

NAME:
ADDRESS:

I would like to take a rocket trip to because

.....

.....

.....

“The Best New Thing,” Starting Points in Reading, A Second Book

THE CLIMAX

The most exciting part of a story is called the climax. As you read this story think about which part of the story is the most exciting.



One day Pa said that Spring was coming.

In the Big Woods the snow was beginning to thaw. Bits of it dropped from the branches of the trees and made little holes in the softening snowbanks below. At noon all the big icicles along the eaves of the little house quivered and sparkled in the sunshine, and drops of water hung trembling at their tips.

Pa said that he must go to town to trade the furs of the wild animals he had been trapping all winter. So one evening he made a big bundle of them. There were so many furs that when they were packed tightly and tied together they made a bundle almost as big as Pa.

Very early one morning Pa strapped the bundle of furs to his shoulders, and started to walk to

town. There were so many furs to carry that he could not take his gun.

Ma was worried, but Pa said that by starting before sunup and walking very fast all day he could get home again before dark.

The nearest town was far away. Laura and Mary had never seen a town. They had never seen a store. They had never seen even two houses standing together. But they knew that in a town there were many houses, and a store full of candy and calico and other wonderful things—powder, and shot, and salt, and store sugar.

They knew that Pa would trade his furs to the storekeeper for beautiful things from town, and all day they were expecting the presents he would

bring them. When the sun sank low above the treetops and no more drops fell from the tips of the icicles they began to watch eagerly for Pa.

The sun sank out of sight, the woods grew dark, and he did not come. Ma started supper and set the table, but he did not come. It was time to do the chores, and still he had not come.

Ma said that Laura might come with her while she milked the cow. Laura could carry the lantern.

So Laura put on her coat and Ma buttoned it up. And Laura put her hands into her red mittens that hung by a red yarn string around her neck, while Ma lighted the candle in the lantern.

Laura was proud to be helping Ma with the milking, and she carried the lantern very carefully. Its sides were of tin, with places cut in them for the candlelight to shine through.

When Laura walked behind Ma on the path to the barn, the little bits of candlelight from the lantern leaped all around her on the snow. The night was not yet quite dark. The woods were dark, but there was a gray light on the snowy path, and in the sky there were a few faint stars. The stars did not look as warm and bright as the little lights that came from the lantern.

Laura was surprised to see the dark shape of Sukey, the brown cow, standing at the barnyard gate. Ma was surprised, too.

It was too early in the spring for Sukey to be let out in the Big Woods to eat grass. She lived in the barn. But sometimes on warm days Pa left the door of her stall open so she could come into the barnyard. Now Ma and Laura saw her behind the bars, waiting for them.

Ma went up to the gate, and pushed against it to open it. But it did not open very far, because there was Sukey, standing against it. Ma said, "Sukey, get over!" She reached across the gate and slapped Sukey's shoulder.

Just then one of the dancing little bits of light from the lantern jumped between the bars of the gate, and Laura saw long, shaggy, black fur, and two little, glittering eyes.

Sukey had thin, short, brown fur. Sukey had large, gentle eyes.

Ma said, "Laura, walk back to the house."

So Laura turned around and began to walk toward the house. Ma came behind her. When they had gone part way, Ma snatched her up, lantern and all, and ran. Ma ran with her into the house, and slammed the door.

Then Laura said, "Ma, was it a bear?"

"Yes, Laura," Ma said. "It was a bear."

Laura began to cry. She hung on to Ma and sobbed. "Oh, will he eat Sukey?"

"No," Ma said, hugging her, "Sukey is safe in the barn. Think. Laura—all those big, heavy logs in

the barn walls. And the door is heavy and solid, made to keep bears out. No, the bear cannot get in and eat Sukey."

Laura felt better then. "But he could have hurt us, couldn't he?" she asked.

"He didn't hurt us," Ma said. "You were a good girl, Laura to do exactly as I told you, and to do it quickly, without asking why."

Ma was trembling, and she began to laugh a little. "To think" she said, "I've slapped a bear!"

Then she put supper on the table for Laura and Mary. Pa had not come yet. He didn't come. Laura and Mary were undressed, and they said their prayers and snuggled into the trundle bed.

Ma sat by the lamp, mending one of Pa's shirts. The house seemed cold and still and strange without Pa.

Laura listened to the wind in the Big Woods. All around the house the wind went crying as though it were lost in the dark and the cold. The wind sounded frightened.

Ma finished mending the shirt. Laura saw her fold it slowly and carefully. She smoothed it with her hand. Then she did a thing she had never done before. She went to the door and pulled the leather latchstring through its hole in the door, so that nobody could get in from outside unless she lifted the latch. She came and took Carrie, all limp and sleeping, out of the big bed.

She saw that Laura and Mary were still awake, and she said to them: "Go to sleep, girls. Everything is all right. Pa will be here in the morning."

Then she went back to her rocking chair and sat there rocking gently and holding Baby Carrie in her arms.

She was sitting up late, waiting for Pa, and Laura and Mary meant to stay awake, too, till he came. But at last they went to sleep.

In the morning Pa was there. He had brought candy for Laura and Mary, and two pieces of pretty calico to make them each a dress. Mary's was a china-blue pattern on a white ground, and Laura's was dark red with little golden-brown dots on it. Ma had calico for a dress, too; it was brown, with a big feathery white pattern all over it.

They were all happy because Pa had got such good prices for his furs that he could afford to get them such beautiful presents.

The tracks of the big bear were all around the barn, and there were marks of his claws on the walls. But Sukey and the horses were safe inside.

All that day the sun shone, the snow melted, and little streams of water ran from the icicles, which all the time grew thinner. Before the sun set that night, the bear tracks were only shapeless marks in the wet, soft snow.

Laura Ingalls Wilder

1. Which part of the story did you think was the most exciting? Tell why you chose this part of the story as the climax.

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2. Which of the following events in the story happened before the climax? Which events happened after the climax? Underline those events that happened before the climax.

- Ma waited up for Pa to come back from town.
- Ma and Laura went out to the barn to milk Sukey.
- Pa went to town with his bundle of furs.
- Ma and Laura tried to get Sukey into the barnyard.
- Pa came back from town with presents for Ma and the girls.
- The bear tracks melted in the warm sun.
- Ma and Laura ran to the cabin after seeing the bear.

3. Number the sentences above in the order in which the events happened in the story.

4. Make up a title for this story.

.....

5. What else might have happened when Ma and Laura went to milk Sukey? In the space below, write another story ending using your ideas.

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Fables

A fable is an animal story which teaches a lesson. The lesson or moral of a fable can often apply to the way people act. Many common expressions such as, "Look before you leap," and "Don't count your chickens before they hatch," are the morals of fables.

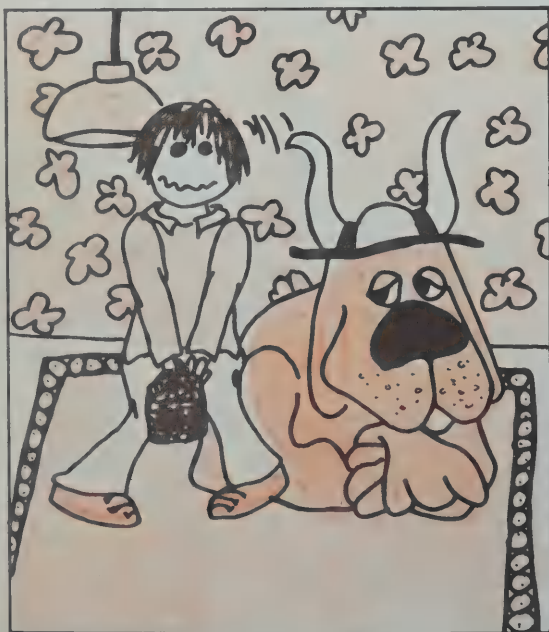
Here are two morals. Read the fables below and match each moral with one of the fables.

Think twice before you act.

Do not attempt too much at once.

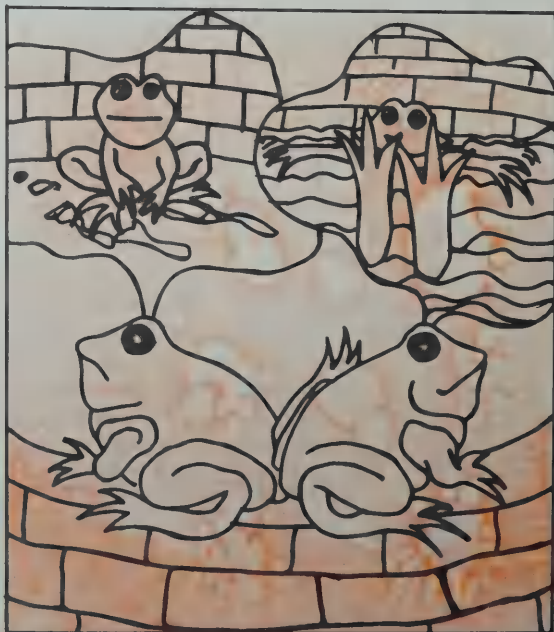
The Boy and the Nuts

A boy put his hand into a jar of nuts and tried to pull out as many as he could hold. But when he tried to take his hand out of the jar, he found that the top of the jar was too small to allow his hand to go through. Angry because he could not get his large handful of nuts, the greedy boy burst into tears. A dog standing nearby said, "Don't be so greedy. If you take a smaller amount of nuts, you will get your hand easily out of the jar."



The Frogs and the Well

Two frogs were looking for a new home because the marsh in which they had been living dried up. They came to a deep well and looked down at the cool water at the bottom. One of the frogs said, "This looks like a good place to live. Let's hop in and make ourselves at home." Then the other, wiser frog spoke, "What if the well dried up the way our marsh did? We would never be able to get out again."

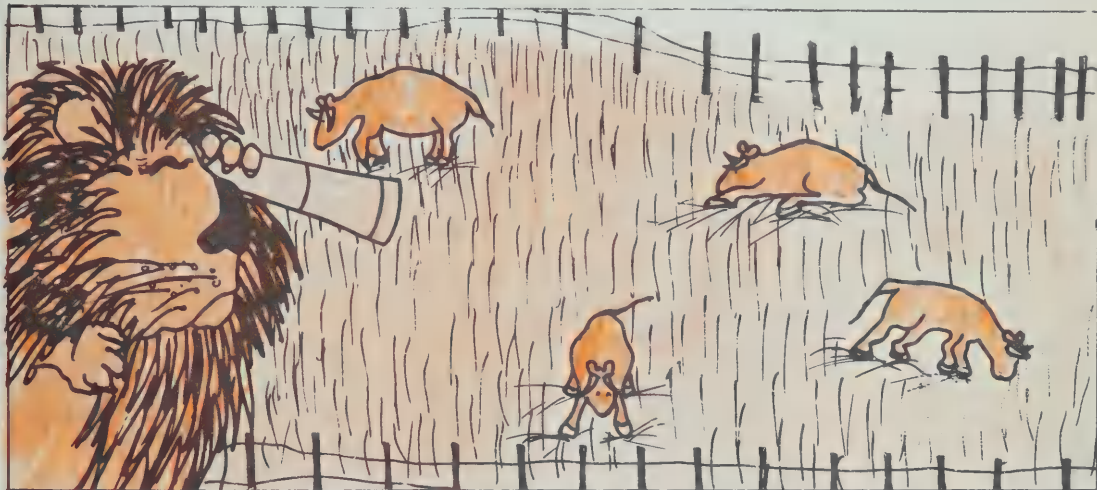


Read the two fables below. What lesson does each fable teach? On a separate piece of paper, write the lesson.

The Lion and the Oxen

Every day a lion would come and prowl around a field where four oxen lived. Whenever he came too close, the oxen would turn their tails toward one another, so that the lion had to face their horns when he tried to attack them. The lion knew that he could never win against their sharp horns. One day the oxen began to argue with one another

about which of them ate most of the grass in the field. They became very angry and finally went to graze in different parts of the field. This was the chance the lion had been waiting for. He could easily attack and kill a single ox. So he attacked them one by one and ate all four.



The Deer and the Wolf

A deer was being chased through the woods by some hunters and their dogs. The deer began to get very tired so he slipped into a nearby cave where he hoped to hide from his enemies. But in

the cave lived a wolf who leaped on the poor deer. The deer cried out before he died, "I was saved from the hunters and their dogs only to be killed by a wolf!"



This is a fable told in a comic strip. Read the comic then write out the fable in story form. What moral will you put below your fable? What will you name your fable?



146 Comprehension

READING FOR MATHEMATICS

When you think of the word "mathematics," do numbers or words come into your mind first? Why?

Although mathematics is mainly working with numbers, words are also very important. You must know how to read the words in mathematics problems correctly so that you will know what to do with the numbers.

Look at this problem.

Tim spent 12¢ to buy a package of candy. He still has 38¢ of his allowance left. How much allowance does Tim get?

Before you can start to work with the numbers in this problem, you must read the words carefully. You must first decide what you are asked to do in this problem. Every problem has a question part. The question part of this problem is: How much allowance does Tim get? What does the question part of this problem ask you to do?

.....

The question of a problem is not always written as a question sentence. Read the problem below. What is the question part of the problem?

.....

Joe ran two miles one day and three miles the next day. Find out how many miles Joe ran.

When you have decided what the question part of a problem asks you to do, you must then look back at the rest of the problem. In every problem there are key numbers and words which help you to solve the problem. The key numbers and words have been underlined in the problem below. Look at the underlined parts of the problem and think about why these parts were underlined.

Richard took 8 empty pop bottles to the store. He got 2 cents for each bottle.
How much money did Richard get?

Look back at the two problems on this page that you have already worked with. Underline the key numbers and words in each problem.

Read the problems below carefully. Under each problem tell what the problem is asking you to find out. Then underline the key numbers and words in the problem.

Bobby had six green cars. He got two red cars on his birthday. How many cars does he have now?

Joan picked 2 bunches of flowers. There were 5 flowers in each bunch. How many flowers did Joan pick?

Using the Subject Cards in the Card Catalogue

You will find the card catalogue in your library very helpful when you are looking up information on a certain topic. In order to find out what books the library has on your topic you must use the subject cards in the card catalogue.

For example, imagine that you are looking for information about the Indians of North America. When you look in the card catalogue under the subject "Indians of North America" you will find cards for all the books the library has on this topic. You may find the card below. What information does the card in the card catalogue give you about this book?

The diagram shows a library subject card with the following text: **INDIANS OF NORTH AMERICA**, **Brewster, Benjamin**, **The first book of Indians. New York. Franklin Watts, 1950.**, **69 p. illus.**, and **BRE**. Arrows point from labels to specific parts of the card: 'call number' points to '970.1'; 'subject heading' points to 'INDIANS OF NORTH AMERICA'; 'author' points to 'Brewster, Benjamin'; 'title of book' points to 'The first book of Indians'; 'where published' points to 'New York'; 'company that published book' points to 'Franklin Watts'; 'date book published' points to '1950'; 'number of pages' points to '69 p.'; and 'further information about book' points to 'illus.'.

1. What book does this card tell about?
2. Who wrote this book?
3. How many pages are in this book?
4. What company published this book?
5. When was the book first published?
6. What is the call number of this book? Notice that the letters BRE are the first three letters of the author's name. The call number will help you find the book on the shelves of the library. The books in the nonfiction section of the library are arranged by call numbers.
7. *illus.* tells you that the book has illustrations or pictures. What do you think *col. illus.* would tell you about what is in the book?
8. What would you expect to find in the book if you saw *photos*?

INDIANS OF NORTH AMERICA

398.2 Curry, Jane Louise

CUR Down from the lonely mountain.
California Indian tales. New York.
Harcourt, Brace & World, c1965.
128 p. illus.

Look carefully at the card above and answer the following questions about it.

1. What is the subject under which this card is found?
 2. What is the title of this book?
 3. Who wrote the book?
 4. When was the book first published?
 5. How many pages are in the book?
 6. What is the call number?
 7. Are there any illustrations in this book? How do you know?
-

In the space below, fill in a subject card on a book. The book is called *The Cree Indians*, it was published by Canadian Library of Vancouver, and it was written by Alma Spears. Under what subject would this book be listed? What would the call number probably be? (Use the other two cards on these pages to help you with the call number.) Make up the rest of the information that would go on the card. Write in pencil so that you can erase any mistakes you might make at first.

BUT WHAT IS A DOZE ???

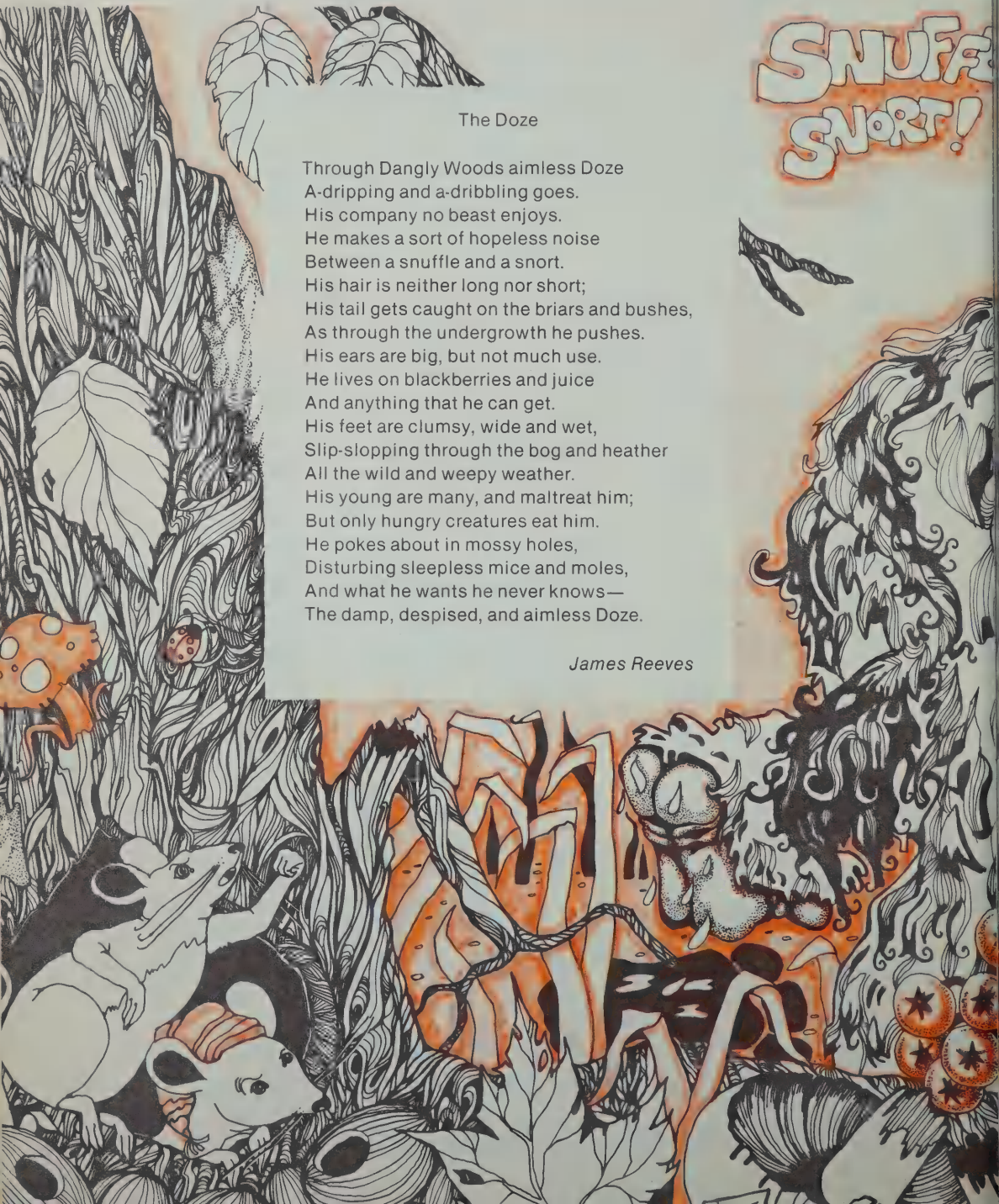
James Reeves has written a poem about an animal called a "Doze." What kind of animal do you think a "Doze" would be?

The Doze

Through Dangly Woods aimless Doze
A-dripping and a-dribbling goes.
His company no beast enjoys.
He makes a sort of hopeless noise
Between a snuffle and a snort.
His hair is neither long nor short;
His tail gets caught on the briars and bushes,
As through the undergrowth he pushes.
His ears are big, but not much use.
He lives on blackberries and juice
And anything that he can get.
His feet are clumsy, wide and wet,
Slip-slopping through the bog and heather
All the wild and weepy weather.
His young are many, and maltreat him;
But only hungry creatures eat him.
He pokes about in mossy holes,
Disturbing sleepless mice and moles,
And what he wants he never knows—
The damp, despised, and aimless Doze.

James Reeves

SNUFFLE
SNORT!



1. Do you think that a Doze is a real or an imaginary animal? Why?

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2. Is the Doze a funny-looking animal? What does the poet say that a doze looks like? Write down all lines of the poem that describe the Doze's appearance.

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3. On a separate piece of paper, draw a picture of your idea of what a Doze looks like.

4. What do you think would happen if you met a Doze while you were walking through the woods? What would you think? What would you say and do? What would the Doze do?

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5. How do you think the Doze moves when he goes "slip-slopping through the bog and heather"?

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6. Choose one of these imaginary animals and tell what it looks like: an Elepotamus, a Grumperfrump, a Snickeroo. (You may want to write a poem about the animal instead.)

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DON'T BE PUZZLED!

Each of the meanings below matches one of the words in the list. Find the word that matches the meaning and write that word in the proper space in the crossword puzzle.

DOWN

1. a ghost
4. spin, turn round and round
5. a box made of pasteboard
7. a boat that carries people back and forth
9. a small, open place in an airplane, boat, etc., where the pilot or passengers sit
10. a thin, sharp piece of wood or bone

ACROSS

2. the mass of soil and rock that slides down a mountainside or other steep slope
3. search thoroughly by moving things about
4. an underground passage
6. a feeling of sadness one gets because one is away from home
8. a part of a circle
11. a sound like that made by a fierce dog; a deep warning snarl

landslide

homesick

ferry

phantom

carton

cockpit

twirl

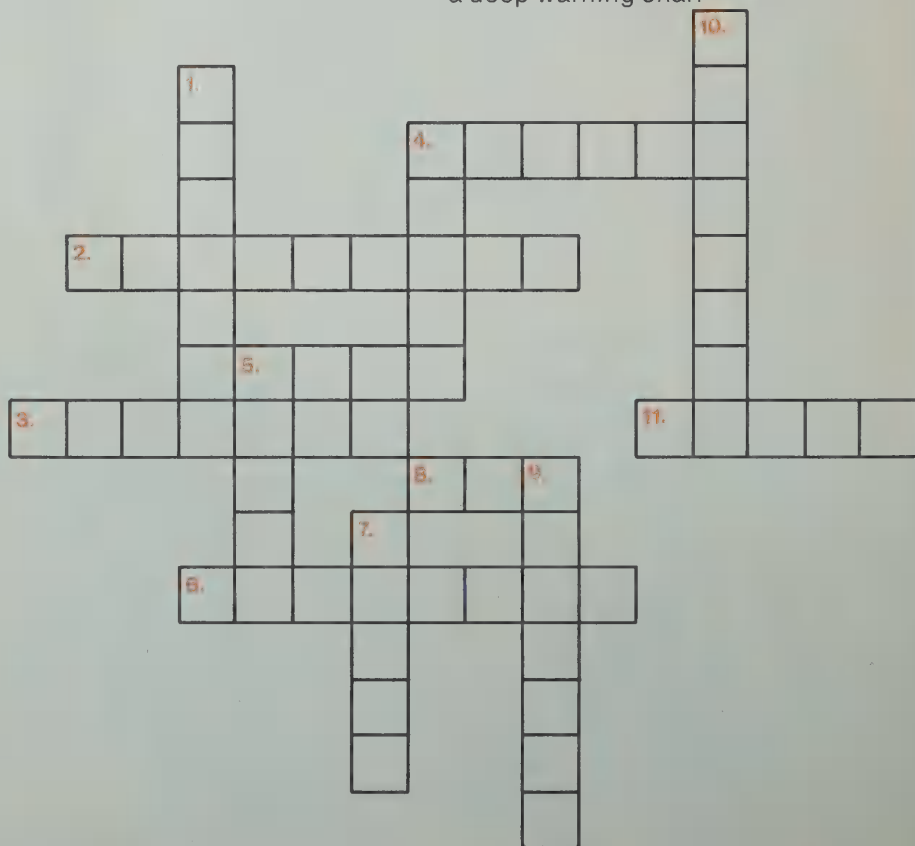
rummage

arc

tunnel

splinter

growl



Looking at the Glossary

A glossary is a list of words and their meanings which is found at the back of many books. The words in the glossary are the difficult words used in the book. Glossaries are found in many school books, many nonfiction books, and some fiction books. Which of your books have glossaries in them?

.....

This is part of a glossary found in a book called *The Hunt for the Whooping Cranes* by J.J. McCoy.

GLOSSARY

Naturalist: One who studies living organisms in their natural environment. He or she may be a trained biologist or an amateur. Nature study is more informal than the study of life sciences. Many amateur naturalists have made important contributions to our knowledge of nature.

Ornithologist: a zoologist who specializes in the study of birds, including classifications, feeding habits, physiology, nesting habits, migration, interrelation with other birds, and conservation. Among the noted ornithologists of today are Roger Tony Peterson, Olin S. Pettingill, Jr., and Lawrence H. Walkinshaw.

Parkland: a level valley between mountain ranges and usually containing willow, aspen, birch, and other rapid-growing trees.

Physiogeography: the physical geography of a region or country; the physical features that distinguish between regions.

Pleistocene epoch: the most recent epoch, dominated by modern forms of life and the Ice Ages. Some geologists consider the present time as part of the Pleistocene; others believe the Pleistocene ended 8000 to 10 000 years ago.

Pothole: a pit or hole caused by the grinding action of stones in a river bed. In this book, potholes are circular or oval ponds.

Predator: an animal that preys on another animal.

In what kind of order are the words in the glossary arranged?

Use the glossary above to answer the following questions.

1. What does an ornithologist study?

2. Where is a parkland area found?

3. How is a pothole formed?

4. Do predators eat plants or other animals?

Flight Number 447

Now Arriving...



Have you ever gone to an airport to meet someone? If so, did you find the airport a busy, confusing place?

Each airline at an airport has a flight board to tell people about the flights which are arriving and taking off. Look at this flight board for Canadiana Airways. How do you know that this is the list of flights which are arriving?

CANADIANA AIRWAYS

ARRIVALS

| Flight | City | Time | Gate | Remarks |
|--------|---------------|------------|------|----------|
| 408 | Montreal | 6:30 a.m. | 1 | on time |
| 372 | Toronto | 7:12 | 2 | on time |
| 263 | Ottawa | 8:00 | 3 | delayed |
| 112 | Winnipeg | 9:55 | 4 | delayed |
| 773 | Calgary | 10:00 | 5 | on time |
| 15 | San Francisco | 12:52 p.m. | 6 | canceled |
| 110 | New York | 1:10 | 1 | on time |
| 299 | Mexico City | 1:31 | 2 | on time |
| 56 | Frankfurt | 2:15 | 3 | delayed |
| 709 | London | 5:35 | 4 | on time |

You can see that the flight board is divided into five columns.

What does the first column on the flight board tell you?

Under the heading "City" are listed the cities from which the flights are taking off.

What does the third column tell you?

The numbers under "Gate" tell you at which gate to meet someone arriving on that flight.

The last column gives you more information about each flight. A delayed flight will arrive late. When a flight has been canceled, that means that the plane has not taken off or will land at another airport for some reason.

Read the flight board to answer the following questions.

1. How many flights are scheduled to arrive in the morning?
2. At what time is the flight from Toronto scheduled to arrive?
3. When will flight 709 arrive?
4. At which gate would you meet the flight from Calgary?
5. When would you meet the flight from Calgary?
6. Where would you meet the flight from Winnipeg?
7. Will the flight from London be on time?
8. When can you expect the flight from Frankfurt?



OPINION WORDS

This boy is holding a piece of cake. If he said, "This is a piece of cake," he would be stating a fact. No one would disagree with what he said because everyone could see that he had a piece of cake in his hand.



After the boy has taken a bite out of the piece of cake he might say, "This is a good piece of cake." This statement is not a fact because someone else might taste the same cake and think that it was terrible. When the boy used the word "good," he was giving his opinion of the cake.

FACT: This is a piece of cake.

OPINION: This is a good piece of cake.

Adding the word "good" has made a fact into an opinion.

Look at these two sentences. Which sentence tells a fact? Which gives an opinion?

Peter is a boy who lives on my street.

Peter is the nicest boy who lives on my street.

Did you choose the second sentence as the opinion? If you did, you were right. Why is the second sentence an opinion not a fact?

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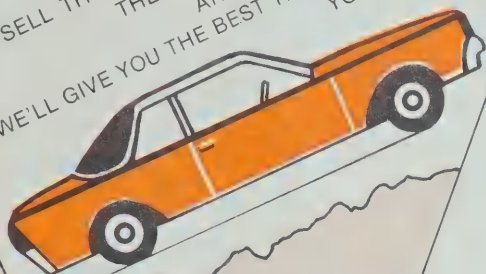
Which word in the sentence made it an opinion?

Read the following sentences. Decide whether the sentence is a fact or an opinion. Write F for fact or O for opinion in front of each sentence. If the sentence is an opinion, underline the "opinion word" in the sentence.

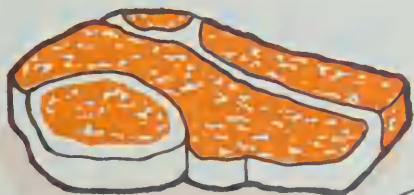
- 1. "This is the best game of the series!" yelled Alice.
- 2. Yesterday my baseball team played a game.
- 3. Our math exam was the hardest we've ever had.
- 4. Astronauts are very brave men.
- 5. The first man to reach the South Pole was Roald Amundsen.

Advertisers also use opinion words. They might tell you that their prices are “fair” and their products are “great.” But what they say might be just their opinion. Look at these ads. What are the facts in the ad? What are the opinions? Underline the opinion words in each ad. Read carefully!

COME TO VIC'S CAR HAVEN
WE SELL THE SHARPEST-LOOKING CARS ON
THE ROAD TODAY
AND
WE'LL GIVE YOU THE BEST TRADE-IN DEAL ON
YOUR OLD CAR



SOUTH-END BUTCHER SHOP
SPECIAL THIS WEEK:
STEAK—\$1.50 per pound
OUR STEAKS ARE THE TENDEREST
AND OUR PRICES ARE THE
LOWEST



LITTLE SUSIE SMILES SAYS:
I JUST LOVE MY BABY TEARS DOLL
AND SO WILL YOU!!!
BABY TEARS—THE SWEETEST DOLL FOR THE
SMALLEST PRICE



COME TO THE CIRCUS
THE GREATEST SHOW IN THE WORLD
LIONS, TIGERS, ELEPHANTS, HORSES, BEARS
OUR CLOWNS ARE FUNNY!
OUR ACROBATS ARE EXCITING!
OUR PEANUTS AND POPCORN ARE
HOT AND DELICIOUS!!
SO BRING THE WHOLE FAMILY OUT TO A FUN
NIGHT AT THE CIRCUS
OUR LOW PRICES—\$2.00 adults
\$1.00 children



On a separate piece of paper, make up your own advertisement. What opinion words will you use to try to sell your product?

Were You Right?

SOLVE THIS CASE:

As Mr. Patch said, none of the Lions touched the knife. So the blade was buried in the watermelon all the time the Lions were looking at it.

In other words, none of the Lions could see how long the blade of the knife was.

But Corky said his knife had a blade that was "a half an inch longer" than the one in the watermelon. That was his mistake.

He could not have known how long the blade was unless he had seen it before.

The knife belonged to Corky!

Donald J. Sobol

USE YOUR HEAD:

WHY TUESDAY?

Whoever heard of a funeral being arranged a month in advance? The garage proprietor was trying to pull John's leg.

CROSSING THE RIVER.

The farmer first takes over the sheep and leaves it. He then returns, fetches the dog, leaves the dog and takes back the sheep.

Harold Longman

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